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How might physical education contribute to a whole school approach to emotional wellbeing for primary school aged males?
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How might physical education contribute to a whole school approach to emotional wellbeing for primary school aged males?

An ethnographic study.

Amy Bushell

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Abstract

Over recent years, there has been a decline in the emotional wellbeing (EWB) levels of children and young people (CYP), and an increase in mental health conditions diagnosed. Within national and local policy, schools are increasingly situated as key locations for supporting the EWB of CYP through the application of whole school approaches (WSAs). Such multi-component approaches call for the consideration of EWB at all levels within schools. The current study explores physical education (PE) as a universally delivered part of school life and, therefore, as a possible contributor to WSAs to EWB for a group of primary school aged males.

The current study is qualitatively orientated to support a philosophical acceptance of the multiplicity of CYP lived experiences and interpretations of these experiences. Using ethnography, the study sought to illuminate the PE experiences of CYP, and to consider the ways in which PE might contribute to a WSA to EWB. Over ten weeks, participant observations and conversational interviews were employed with a class of year five males (aged 9-10 years), at a single academy school in the South of England.

It was found that, for the most part, PE is positively experienced by males, though feelings may fluctuate both temporally and in terms of individual emotional regulation skills. Regarding a contribution to a WSA to EWB, three main themes were identified: *relationships with other children, relationships with adults* and *individual differences.* It is suggested that PE can contribute to WSAs to EWB for males, provided the social, emotional and physical environments of PE are considered, and alongside an understanding of individual differences in how such environments are appraised. Limitations are noted, including that the study only considers males, and cannot provide insight into the experiences of females in PE. Suggestions are made for how EPs may support schools to harness PE as part of their WSA.

Reflections are shared, the quality of the study is appraised, and the potential contribution of the current research is highlighted.

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[1] Pseudonym to protect anonymity of school and participants.

[2] Pseudonym used to protect anonymity of research location.

Dedication

For Bet and Bob Rayner, and for Anthony, with love.

Author’s declaration

I declare that the work in this dissertation was carried out in accordance with the requirements of the University’s *Regulations and Code of Practice for Research Degree Programmes* and that is had not been submitted for any other academic award. Except where indicated by specific reference in the text, the work is the candidate’s own work. Work done in collaboration with, or with the assistance of, others, is indicated as such. Any views expressed in the dissertation are those of the author.

SIGNED: DATE:

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Acronyms

AfPE	Association for Physical Education
ASD	Autism Spectrum Disorder
BPS	British Psychological Society
CAMHS	Child and Adolescent Mental Health Service
CI	Conversational interview
CYP	Children and young people
CYPMHC	Children and Young People's Mental Health Coalition
DCSF	Department for Children Schools and Families
DfE	Department for Education
DfES	Department for Education and Skills
DoH	Department of Health
EA	Expanded account
ECM	Every Child Matters
EP	Educational Psychologist
EPS	Educational Psychology Service
EWB	Emotional wellbeing
HM	Her Majesty's
IPA	Interpretative Phenomenological Analysis
KS2	Key Stage Two
MH	Mental health
NHS	National Health Service
NICE	National Institute for Health and Care Excellence
PA	Physical activity
PE	Physical education
PEP	Principal Educational Psychologist

PHE	Public Health England
PMO	Prime Minister's Office
PO	Participant observation
SEAL	Social and Emotional Aspects of Learning (e.g. Programme)
SEMH	Social emotional and mental health
SENCO	Special Educational Needs Coordinator
SEND	Special educational needs and disabilities
SEND CoP	Special educational needs and disabilities Code of Practice
SS	School sport
TaMHS	Targeted Mental Health Services
TEP	Trainee Educational Psychologist
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
WHO	World Health Organisation
WSA	Whole school approach
YP	Young person/people

Chapter One: Introduction

The opening chapter of this research dissertation serves to orientate the reader. After outlining the motivation for the current research, and how it contributes to the field of educational psychology, the aims are described. Brief definitions of key terms are provided. An overview will be given of the current context of the research. My values, both as an educational psychologist (EP), and as a researcher, are outlined. The chapter concludes by noting further points of importance in relation to the key terms, and by providing an overview of the structure of the dissertation.

1.1 Research inspiration

Motivation for the current research is twofold: personal and professional. At inception, my initial interest was driven by my own personal experiences: both of PE (Figure 1) in school, and of using physical activity (PA) as a mediator for my own positive emotional wellbeing (EWB; Figure 2) in adulthood. In fact, the idea was sparked whilst I stood nervously in the Autumnal sunshine waiting to undertake my first half marathon, during the first few months of my training as an EP. Originally a child and teen who had found PE a difficult and uncomfortable lesson at school, here I was, willingly waiting to undertake my biggest physical challenge to date, and accepting that PA was now an integral part of my approach to managing my EWB.

Physical Education (PE):

PE is defined by the Association of Physical Education (AfPE; 2018) as "planned, progressive learning" which aims to develop the skills of CYP, through movement-based activities in two areas:

- Physical skill development
- Soft skills (e.g. social skills)

Figure 1: 'Physical Education' definition

Emotional Wellbeing (EWB):

"'social and emotional well-being'**…** involves a sense of optimism, confidence, happiness, clarity, vitality, self-worth, achievement, having a meaning and purpose, engagement, having supportive and satisfying relationships with others and understanding oneself, and responding effectively to one's own emotions." (Weare, 2015, p. 3)

Figure 2: 'Emotional wellbeing' definition

Discussing my interest with colleagues, family and friends, I recognised that everyone had something to say about PE. It seemed an emotive topic, warranting further exploration and consideration. This emotivity extends beyond discussions with others into film (Walton-Fisette, Walton-Fisette and Chase, 2017) and literary portrayals of PE (e.g. Irving, 1989).

Professionally, both EWB and PE are currently key topics nationally, as outlined later in this chapter. At a local level I was struck, through my educational psychology service (EPS)

placement experiences, at the increasing prevalence of issues relating to the EWB of children and young people (CYP). It seemed that many factors within school (notwithstanding other out-of-school factors) could demote EWB (e.g. tests, behaviour policies and peer difficulties). Furthermore, I was involved in delivering the Sandwell Whole School Approach to Wellbeing (Sandwell Metropolitan Borough Council, 2019a) to a primary and secondary school. This project involves schools undertaking an in-depth audit of the EWB of CYP, parents and staff of a school, followed by the creation of a transformative, whole school action plan. Through co-facilitating focus groups, I became aware of the range of factors that could influence CYP EWB in school and learnt of the multitude of ways in which schools could affect EWB. Figure 3 provides a definition of WSAs to promoting EWB.

Whole school approaches (WSAs): Multi-element approaches which seek to promote EWB at all levels, and in all aspects of school life, from policy through to relationships, training, and support for staff (Weare, 2015).

Figure 3: 'Whole school approach(es)' definition

1.2 Relevance and significance for educational psychology

The role of the EP is broad, though is succinctly summarised by Beaver (2011, p.15) as being "involved in enhancing children's achievement and wellbeing". Therefore, research which considers how schools might promote EWB can contribute to the knowledge base which EPs draw upon to fulfil this aim. Furthermore, research that supports EPs in promoting whole school approaches to EWB confers with the current nationally favoured modes for developing EWB in educational contexts (e.g. Roffey 2016/Weare, 2015).

In Chapter Two, findings from the systematic literature searches are discussed. Papers identified generally explore discrete aspects of whole school approaches (rather than the overall approach), and few specifically consider the role of the EP. No identified research has considered, in the broad sense, how any distinct subjects might contribute towards a whole school approach to EWB. The current study can therefore help EPs to support schools to distinguish between different curriculum aspects. Lastly, there were no search results to indicate that EPs had previously conducted research regarding PE. Therefore, the current research has potential to make a distinct contribution to the educational psychology research base by exploring this subject and broader topic.

1.3 Research aims

The aims of the research are:

- To provide a platform for CYP to share their feelings about, and experiences of, PE.
- To explore the potential contribution of PE to a whole school approach to EWB.

Through systematic literature searches, a need for further research in relation to the views of primary school aged children was identified, leading to the focus of the study on children currently accessing Key Stage Two (KS2; aged nine-ten years). See Figure 4 for definition. The school selected to participate had academy school (Figure 4) status. Therefore, this study provides illumination in relation to these two characteristics.

Key Stage (KS):
School years are grouped into blocks described as key stages (GOV.UK, 2018a), with formal assessment taking place at the end of each block.

Academy:
An academy is a publicly funded independent school which is not legally bound to deliver the national curriculum (GOV.UK, 2018b). There is no requirement for academies to teach PE (GOV.UK, 2018b).

Figure 4: 'Key Stage' and 'Academy' definitions

1.4 The social context of the research

Firstly, whilst PE is defined above, it is important to distinguish between PE and other physical exertion within schools. Physical Activity (PA) refers to all physical activities that take place within the school day (e.g. moving around the site, miming actions to songs). School Sports (SS) are the organised, extracurricular activities which individuals may undertake (e.g. afterschool clubs) (AfPE, 2018). Both PA and SS feature in later discussions of the literature base alongside PE discourses.

Furthermore, in terms of its position, PE is noted as a foundation compulsory national curriculum subject in primary schools (DfE, 2013). This means that it is a key "course component" in local authority-maintained schools (English Oxford Online Dictionary Online, 2018).

Griggs (2012) notes that, as a school subject, PE finds itself in an ambiguous position, torn between differential policy and initiatives and straddling education, sport and health contexts. This manifests, for example, through the numerous ways in which schools are required to assess and monitor CYP progress in PE (Cale, Harris and Chen, 2014) and through the wide-ranging supportive initiatives available (e.g. Arnold, Bruce-Low, Henderson and Davies, 2016). PE is situated as having a key role regarding physical health, for example, by featuring in National Health Service (NHS; 2018a) guidance regarding activity levels required for

physical health, and in childhood obesity management plans (Cabinet Office, Department of Health and Social Care, Her Majesty's Treasury and Prime Minister's Office; PMO, 2017).

Whilst PE, as a conduit to physical health, sport engagement and education in general, continues to be under the spotlight, awareness of CYP EWB is also growing. Findings from a survey carried out by The Children's Society (2018) found that CYP aged 10-17 are generally less happy than their predecessors in previous decades. A significant decrease was noted in the overall sense of life satisfaction experienced by CYP in the 2015-2016 year compared to 2009-2010. This decrease in happiness also applies to friendships, whereas other areas (e.g. family life and appearance) remained relatively stable.

In relation to mental health (MH), a prevalence survey undertaken by the NHS (2018b) found that 12.8% of CYP aged five to nineteen met the diagnostic criteria (International Classification of Diseases – tenth edition; World Health Organisation; WHO, 1992) for at least one MH disorder. The diagnosed conditions were largely emotionally related (e.g. anxiety or depression; NHS, 2018b).

Positive MH and EWB in childhood are described as important in providing foundations for mentally healthy trajectories in adulthood (Public Health England/Children and Young People's Mental Health Coalition; PHE/CYPMHC, 2015). Schools are widely recognised as key supportive locations for EWB (e.g. Cane and Oland, 2015; Weare and Nind, 2011; Adi, Killoran, Janmohamed and Stewart-Brown, 2007; National Institute for Clinical Excellence, NICE, 2008). As momentum builds around the Government Green Paper "Transforming Children and Young People's Mental Health Provision" (Department of Health / Department of Education; DoH/DfE, 2017), which aims to improve MH and EWB provision for CYP, there have been continued discussions regarding the most effective ways for schools to accordingly support CYP (e.g. Weare, 2015; PHE/CYPMHC, 2015).

PE is a universally delivered component of the national curriculum, therefore experienced by all CYP attending local authority-maintained schools. Therefore, it has a role to play in how CYP experience their time at school. With the physiological benefits of participating in exercise widely recognised (e.g. NHS, 2019), further investigation as to how PE contributes to EWB of CYP is warranted. I wondered whether PE is helping schools in their quest to promote EWB, or whether more could be done to harness the potential of this subject. It is acknowledged that the current research took place in an academy rather than a state school, however, it was felt that the findings could still offer insight into this topic.

1.5 My values as a practitioner EP

My university teaching and placement experiences as a trainee educational psychologist (TEP) have shaped my values as a practitioner EP. Through my work, I often call upon humanistic psychological approaches (e.g. Ayers, Clarke and Murray, 2000). Humanistic

psychology privileges the subjective experience of the individual over objective factors, noting the importance of individual perspectives and feelings in determining the essence of an experience (e.g. Maslow, 1982). I am interested in how an individual's subjective experience shapes and influences how they feel about themselves, and how this enables them to psychologically grow and achieve fulfilment and satisfaction in life (e.g. Rogers, 2004).

In addition to humanistic approaches, I draw upon ecosystemic perspectives in my work (Ayers et al., 2000). Accordingly, I consider an individual's environment and the interactions and events that occur within this system. The nature of their experiences shapes their subjective perceptions of their world.

My values as an EP are inherent in the approaches I call upon in my practice. For example, I recognise the importance of building rapport, working empathically and demonstrating unconditional positive regard (Rogers, 2004). I adopt techniques that enable me to understand the values and perceptions of others (e.g. Personal Construct Psychology; Kelly, 1955). School and home contexts are considered through classroom observations and from gaining the perspectives of others that know the child or young person well. This helps me to build a picture of their individual perspectives within the systems that they operate in.

1.6 My values as a researcher

Through accepting the subjectivity and multiplicity of human experiences and acknowledging that we are all agents in our journeys towards our personal goals and aspirations, I adopt a constructivist interpretivist philosophical position to research. The ethnographic approach adopted for the current research reflects the aim to discover the views of participants (Figure 5).

Ethnography:
Ethnography is a flexible methodology whereby the researcher immerses themselves in the research setting, employing a variety of methods to gather information about participant perspectives in naturally occurring contexts (O'Reilly, 2005). Ethnographic studies tend to be longitudinal (Flick, 2009) and have been identified as a helpful approach to research with CYP due to the potential for power imbalances to be overcome (Hill, Yates, Greathead, Croydon, Kenny and Pelicano, 2017).

Figure 5: 'Ethnography' definition

However, in alignment with a constructivist interpretivist philosophy, I accept that, as a researcher, I have my own perception of reality, which influences my methodological and analytic choices, and which colours my interpretations of the data. This is particularly a factor given the ethnographic approach adopted, whereby I undertook a researcher-participant role (Davies, 2008). To ameliorate the effects of my own interpretations, I recognised the importance of researching in a reflexive manner (Figure 6).

Reflexivity:
The process of "the turning back of the experience of the individual upon [her- or himself]" (Mead, 1934, p.134 cited King, 1996), which acknowledges the connection between the researcher and the researched (Davies, 2008).

Figure 6: 'Reflexivity' definition

My commitment to reflexivity is demonstrated throughout this dissertation. In Chapter One, I have provided information regarding my interest and motivation for the research, and about my values as a practitioner and researcher. In Chapter Two, I acknowledge my role in interpreting the literature. Design decisions are transparently rationalised in Chapter Three. In Chapter Four, extracts and analysis of my reflective accounts are included within the findings and discussion. In my concluding chapter, Chapter Five, my overall reflections regarding the research are described.

In addition to my commitment to promoting the authentic illumination of CYP perspectives, I believe that research must be undertaken in an ethically sensitive manner, protecting the rights and feelings of all participants (Figure 7) at all stages. It was particularly important to ensure that the CYP taking part in this study felt empowered and informed about the research and could be confident that their contributions would be respectfully shared.

Participants:
The children who took part in this research. This term has been selected, over other words used in ethnographic research to describe those who take part (e.g. 'informants', Hammersley and Atkinson, 2007 or 'hosts', Whitehead, 2004) as it aligns with other qualitative research, is felt to be less value laden and is perceived as more conducive to empowering the children who took part to share their thoughts.

Figure 7: 'Participants' definition

1.7 A further note on emotional wellbeing (EWB)

In coming to understand the term EWB, I firstly noted that the term is "intangible, difficult to define" (Thomas, 2009, p.11). EWB definitions can be muddied by the way in which the term is often used interchangeably with that of "mental health", a related but distinct concept (The Children's Society, 2018; Liddle and Carter, 2015). Furthermore, EWB can be contingent upon, and defined in relation to, a range of factors (e.g. lifestyle and health, family circumstances; Marryat, Thompson, Minnis and Wilson, 2018). EWB is subjective (Sharrocks, 2014; Ivens, 2007). Individual perspectives of EWB can transform over the life span, both from child to adult hood (Sixsmith, Gabhainn, Fleming, O'Higgins, 2007), and within adulthood (Statham and Chase, 2010).

The definition of EWB adopted for this study (Weare, 2015) features two distinct facets. These two perspectives shape the current research, aiding understanding of the term and directing exploration:

- **Subjective (hedonic) wellbeing:** Emotional experience (positive and negative) and levels of life satisfaction (Diener, Lucas and Oishi, 2002).

- **Psychological (eudaimonic) wellbeing:** How well an individual is functioning in their life, and their perception of how worthwhile life is (The Children's Society, 2018). Psychological wellbeing features six elements: self-acceptance, positive connections to others, a sense of autonomy, comfort in one's environment, having a sense of purpose and having opportunities to grow and develop in life (Ryff, 1989; Ryff and Keyes, 1995).

1.8 Dissertation structure

Having introduced the current study, the remainder of this dissertation is structured as follows.

In **Chapter Two**, the approach to systematically searching and reviewing the topic literature is described, before the relevant research papers are presented and critically appraised. Research relating to supporting CYP EWB in schools, specifically through whole school approaches, is considered, before an exploration of the studies, to date, that have explored CYP perspectives of PE, particularly in relation to EWB. The research questions are identified.[3] **Chapter Three** provides details of my methodology and rationale for the decisions taken, from initial identification of the philosophical approach and design, through to the materials, procedure and data analysis method used. **Chapter Four** features a presentation of the findings and a discussion of their implications. The first research question is answered via a "thick description" (Geertz, 1973) of the data and a series of emotion stanzas (Saldaña, 2016). A thematic consideration of the data set, based upon an analytical approach employed by Emerson, Fretz and Shaw (2011) for ethnographic data, supports exploration of the second research question. Areas for further research are considered. Lastly, **Chapter Five** presents my conclusions, reflections, and a quality appraisal of the research.

[3] For transparency I note that the current research began with three research questions. However, as data collection commenced, it became apparent that these questions needed slight revision (as is common for ethnographic research (Hammersley and Atkinson, 2007)). As such, two slightly amended questions soon became the focus of the study. For clarity of reporting, I have referred to these two finalised research questions throughout this dissertation.

Chapter Two: Literature review

To understand the "academic and research areas which are of relevance" to the topic (Oliver, 2014, p.125), and to identify omissions and to understand the distinct contribution of the current study (Harding, 2013), a thorough and systematic review of the topic literature was undertaken.

2.1 A systematic approach

A preliminary literature search (Oliver, 2014), using Google Scholar and the University of Bristol Library Catalogue, enabled the identification of key themes within the topic area. It was then possible to develop focussed search terms (Appendix 1) for a systematic and rigorous search. Two searches were undertaken. **Search One** considered whole school approaches (WSAs) to emotional wellbeing (EWB), and **Search Two** considered the perspectives of children and young people (CYP) about physical education (PE).

Between June and September 2018 and again March 2019, the following databases were searched: 'PsycINFO', 'Web of Science: Core Collection', 'British Education Index' and 'Education Abstracts'. Handsearching of relevant journals ensured that no key studies were overlooked ('Educational Psychology in Practice'; 'The British Journal of Educational Psychology'; 'The British Journal of Developmental Psychology'; 'Ethnography and Education'; 'PE and Sports Pedagogy'). 'Google Scholar' and The Cochrane and Campbell libraries were additionally searched. University databases were consulted for "grey literature" (Oliver, 2014, p.138) such as theses and reports. A "backward snowballing" approach (Jalali and Wohlin, 2012, p.1) facilitated the later identification of other seminal or relevant papers. Except for seminal papers, only research published in or since 2005 was included.

With duplicate studies removed and following the removal of irrelevant papers via title and abstract scanning, a substantial volume of sources remained. Having originally searched internationally, an early appraisal of results revealed that a significant number of papers related to research that had taken place within school/physical education (PE) cultures that were very different to the UK. Therefore, to ensure relevance, except for a few seminal papers, only research relating to the UK, US and Australia were retained. Literature relating to primary and secondary schools was included. All papers considered were appraised according to the quality principles suggested by Yardley (2000). The research featured in the following review was deemed to meet Yardley's (2000) criteria and to demonstrate *sensitivity to context*, *commitment and rigour*, *transparency and coherence* and *impact and importance*.

Details relating to numbers of search results can be found later in this chapter and are summarised through tables in Appendix 2.

The following literature review is thematically organised (Oliver, 2014). **Section One** considers school approaches to emotional wellbeing (EWB), based upon results generated via the first literature search, whereas **Section Two** is concerned with the perspectives of children and young people (CYP) regarding PE and how PE might contribute to WSAs to EWB, and is based upon results from the second literature search.

2.2 Section One: School approaches to EWB

A range of research and other resources were identified via Search One. **21** resources (including **17** publications from official bodies such as government publications or reports) were initially considered. It was recognised that, prior to exploring the topic research, an understanding of the current legislative context was paramount.

2.2.1 The legislative landscape

The United Nations Convention on the Rights of the Child (UNCRC; United Nations (UN) General Assembly, 1989) is an international human rights treaty, concerned with the freedoms and privileges of CYP aged 17 and under. Ratified in the UK in December 1991, the UNCRC fundamentally changed how CYP are viewed and treated, aligning their rights much more closely with adults, and calling for the EWB of CYP to receive greater consideration and promotion. The focus on bolstering the EWB of CYP gathered further momentum in the UK via the Children's Act of 2004 (Her Majesty's (HM) Government). A duty was hereby placed on local authorities to promote the EWB of CYP in five key areas:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Economic wellbeing

The aspirations for these focal areas were further defined and operationalised through the 'Every child matters: change for children' programme (ECM: HM Government, 2003).

In more recent years, the drive to reduce stigma and to promote positive approaches to mental health (MH) and EWB was reflected in the Coalition Government's 'No Health Without Mental Health' strategy (Department of Health; DoH, 2011). Whilst this strategy considered adults as well as children, the ethos of this strategy was recognised in other legislation and guidance which related more specifically to CYP. The 2014 Children and Families Act (HM Government) is one such publication which considers how CYP with special educational needs and disabilities (SEND) are supported. In statutory guidance resulting from the Act, the

SEND Code of Practice (SEND CoP, Department for Education/Department of Health, DfE/DoH, 2015), a new recognition was given to CYP with social, emotional and mental health (SEMH) difficulties as distinct from behavioural difficulties. Publications such as Future in Mind (Department of Health / National Health Service; DoH/NHS, 2015), and subsequent guidance such as Mental Health and Behaviour in Schools (DfE, 2016a; 2018), and Counselling in Schools (DfE, 2016b) further supported this drive to recognising that behaviour is communication (e.g. of distress or an unmet need) rather than a distinct example of SEND in its own right.

Building on the progress made, 2017 saw the publication of Transforming Children and Young People's Mental Health Provision: A Green Paper (DoH/DfE, 2017). At time of submission of this dissertation, the Government are continuing to progress with the plans stipulated via this paper to:

- Incentivise schools to appoint Designated Senior Leads for Mental Health to oversee the school approach to MH and EWB.
- Develop Mental Health Support Teams to increase capacity for early intervention MH support and the promotion of EWB.
- Reduce waiting times for specialist MH services for CYP (through the NHS).

In addition, the Government are currently finalising guidance for a new Relationships, Sex and Health Education curriculum (DfE, 2019) which will feature content relating to EWB.

2.2.2 Addressing EWB in schools

Many authors (e.g. Patalay et al., 2017; National Institute for Health and Care Excellence; NICE, 2008) suggest that, given their frequency of contact and relationship with CYP, schools are ideally situated to promote positive EWB and MH. Schools typically seek to promote EWB by selecting approaches which fall into three broad categories, reflecting a graduated response to support needs (NICE 2008). These approaches, which can be differentiated by target audience, intensity, and level of specialism (Durlak and Wells, 1997), can be described as follows:

- **Universal programmes** which are provided to/available for all CYP (e.g. Department for Children, Schools and Families; DCSF, 2010).
- **Targeted programmes** which support CYP where a higher level of risk or concern has been identified (DCSF, 2010).
- **Specialist support** which is provided for CYP where there is a more significant level of concern, and where lower levels of support have not been successful (DCSF, 2010).

The current research is concerned with feelings regarding PE, a universally experienced aspect of the school curriculum. Therefore, the emphasis in the literature review is on universal school approaches. Please see Appendix 3 for a broad overview of universal, targeted and individual approaches.

As schools seek to implement universal approaches to promote EWB, Warin (2017) notes that efforts of individuals, or discrete interventions, are too piecemeal and can be undermined by the broader school system and it's goals. Instead, there is increasing support for whole school approaches (WSAs; e.g. Public Health England / Children and Young People's Mental Health Coalition; PHE/CYPMHC, 2015; Weare, 2015; NICE, 2008). WSAs place importance on EWB promotion running through the veins of the school system (Gedge, 2018; Weare, 2015; National Healthy Schools Programme, 2006).

2.2.3 PHE/CYPMHC Framework for WSAs (2015)

As schools work to operationalise legislation, and to develop a WSA to EWB, authors (Weare, 2015; PHE/CYPMHC, 2015) have sought to provide guidance to support this process. Weare's (2015) advisory document seeks to guide schools regarding EWB promotion and in effective ways to support CYP experiencing mental health (MH) difficulties. In developing a framework model, Weare presents some of the benefits to schools working in an evidence informed manner, whilst acknowledging the challenging context in which schools are working. Principles are then outlined regarding the steps that schools may take to develop their WSA.

The current study adopts the framework (Figure 8) presented by PHE/CYPMHC (2015). Whilst many of the principles within this framework overlap with those presented by Weare (2015), it was identified that the model presented by PHE/CYPMHC (2015) provides a structure that aligns with the research areas identified through the literature searches. PHE/CYPMHC (2015) present eight key areas in which schools need to focus their EWB efforts and provides a useful structure for considering aspects of school life, and later, PE delivery.

Figure 8: Eight principles of WSAs to EWB (PHE/CYPMHC, 2015, p.6)

The principles presented within this framework can be understood as follows.

Leadership and management*:* PHE/CYPMHC (2015, p.7) note that support from the school senior leadership team is integral to the creation of a school environment whereby EWB is "accepted and embedded". As well as the senior leadership team, PHE/CYPMHC (2015) recognise the importance of others: a school based EWB champion, the school governing body, teachers and other staff, parents and carers and, importantly, the students. The role of school improvement plans and policies is also noted. Schools are also situated as having a role in advocating for CYP at a strategic level through, for example by contributing to local commissioning discussions.

Ethos and environment: Comprised of physical, social and emotional aspects, the school environment is noted for the significant impact it can have on the EWB of those who

experience it: students and staff alike (PHE/CYPMHC, 2015). These environments are further noted to be contingent upon the relationships engendered with the school.

Curriculum, teaching and learning: PHE/CYPMHC (2015) situate schools as a key location in which CYP can learn the skills they need to achieve and maintain EWB. They note utility of Personal Social Health and Economic Education (PSHE) curriculums, though call for assurances that lessons are relevant and useful to students. PHE/CYPMHC (2015) further note that, to ensure relevance, lessons must be responsive to the age/stage of learning that the students are currently experiencing. In meeting this aim, it is felt that CYP will be better equipped to put their learning into practice.

Student voice: By individually and collectively engaging CYP on matters that affect their EWB, PHE/CYPMHC (2015) argue that CYP can experience a greater sense of self-confidence and belief in their abilities, whilst becoming more skilled for an independent life. CYP are felt to also develop their social skills through participation.

Staff development: PHE/CYPMHC (2015) propose two distinct strands of staff development. Firstly, they described the need for adequate and accessible training for staff to develop their skills in recognising MH difficulties and in promoting positive MH and EWB. Secondly, schools are noted as having an important role in developing and protecting the EWB of the staff team. This can take a variety of forms (e.g. by providing staff supervision or support for staff to learn about managing their own EWB).

Identifying need and monitoring impact: The framework document details several measures and tools that schools can use to support effective and timely identification of CYP who face challenges with their MH and EWB. It is hoped that this will ensure suitable arrangements for additional support can subsequently be made.

Working with parents and carers: Recognising the role of the family in the EWB of CYP is important in ensuring that effective support can be put in place. It is suggested that support and interventions that are considerate of family/home circumstances, and inclusive of family members, are important to ensuring effective support is provided.

Targeted support: Recognising that some CYP will have greater EWB and MH needs than others, PHE/CYPMHC (2015) support the notion that schools are well situated to offer a range of targeted and specialist support options. The need for effective multi-agency working, guided by legislation and informed by experiences of CYP is highlighted as essential to successful support.

2.2.4 Research exploring whole school approaches

Unsurprisingly, given its conceptual nature, Search One failed to yield any results whereby a WSA was considered in its entirety regarding it's effectiveness in promoting EWB. It is a complex model and is difficult to examine as a whole. Rather, research to date has been primarily concerned with an aspect or aspects of a WSA.

A wide range of research studies were initially considered, though a significant proportion of these were later deemed irrelevant to the current study (e.g. due to their evaluative focus on a specific programme or intervention used to support CYP or staff to develop their skills, or a distinct aspect of a school policy). A total of **24** papers (**8** qualitative, **1** quantitative, **4** mixed methods, **3** reviews) and **8** other items (e.g. official publications or opinion pieces) were subsequently included. I used the principles of the PHE/CYPMHC (2015) framework document to thematically organise the remaining search results, although it is noted that some studies considered more than one aspect of WSA. Furthermore, it is noted that the literature search did not produce any relevant results relating to i*dentifying need and monitoring impact, targeted support, or working with parent and carers* which were deemed relevant to the current study; therefore, these areas are not here discussed. *Student voice* is considered in Chapter Three.

Leadership and management

The literature search identified research regarding one aspect of leadership and management that was considered relevant to the current study: the attitude and ethos of school leaders. Research conducted by Warin (2017) supports PHE/CYPMHC (2015) in noting the importance of the attitudes of school leadership teams in promoting a school environment which promotes EWB. Warin (2017) analysed qualitative data (from interviews, focus groups and observations) derived from a comparative study which took place in the North West of England. Seven primary schools took part, with consideration given regarding the adoption of nurture principles (Bennathan and Boxall, 2000) across the whole school setting. Warin (2017) found that strong, compassionate leadership, driven by a commitment to care that was sensitively balanced with the school's academic targets, was essential to facilitating effective promotion of EWB. In her discussion, Warin notes the necessity of care (and therefore a caring ethos) to effective curriculum delivery. This suggests that feeling cared about is a pre-condition to emotional needs being satisfactorily met so that learning can occur. Schools must consider how their ethos of care may be embedded and communicated within their PE delivery.

Ethos and environment

The nature of the school ethos and environment featured more heavily within the literature search results, with research relating to physical, social and emotional environments identified. In relation to the physical environment, whilst not directly referring to PE, two studies found that outdoor and play environments were deemed important by CYP as contributors to their EWB. Hall (2010) employed the Ten Element Map created by MacDonald and O'Hara (1998) to qualitatively explore (through focus groups) the aspects of school that CYP felt promoted or demoted their EWB. In relation to the physical environment, the quality of outdoor areas, and the play equipment provided, were found to be of upmost importance to the participants (Reception to Year Six age). Simmons, Graham and Thomas (2015) conducted a large mixed methods study in Australian primary and secondary schools using focus groups, as part of a qualitative phase of the study. They found further support for the importance of positive outdoor spaces and play equipment to CYP. Time outdoors, and attractive equipment in PE may therefore be proposed as a further contributor to EWB.

Research findings suggest that the social aspects of PE warrant exploration when considering its contribution to a WSA to EWB. The social environment, including notions of connections and relatedness, features in six studies. Powell, Graham, Fitzgerald, Thomas and White (2018), report upon the qualitative phase of their mixed methods study. Through focus groups undertaken with CYP (aged 6-17-years) in Australian schools, relationships were found to be integral to CYP sense of EWB. Relationships with teachers were a primary concern, though some CYP noted that relationships with other school staff members had had a significant impact on them. The provision of care, support and encouragement by teachers were important, and CYP valued speaking with their teachers, being treated as individuals, and enjoyed it when teachers made learning enjoyable (Powell et al., 2018). Findings of Hall (2010; details above) and Simmons et al. (2015; details above) confer with these results, adding the important role of adults as comforters and supporters, particularly in times of challenge. Spratt et al. (2016) initially employed scoping telephone interviews with local authority and health representatives and voluntary sector organisations, before using face-to-face interviews, through a series of intensive case studies, to explore CYP EWB. They found that CYP were eager to be viewed as individuals, and not just in terms of their academic performance.

Within her consideration of the importance of senior leadership team attitudes, Warin (2017) found that positive adult-CYP relationships are supported when adults understand the importance of these relationships, and view caring as a "way of being" rather than a series of actions (Warin, 2017, p.196). Staff need to be aware of how the life experiences (e.g. attachment difficulties) of some CYP may affect their relationship needs and patterns (Warin, 2017). Successful relationship formation between adults and CYP is contingent upon staff

having strong social and emotional skills (e.g. Simmons et al., 2015; Jennings and Greenberg, 2009). Jennings and Greenberg (2009) present a model for a prosocial classroom based upon a review (not systematic/meta-analytical) of the literature.

Relationships with teachers could be hindered by perceptions of being shouted at, not listened to, and of being treated unfairly (e.g. Powell et al., 2018).

Relationships between CYP were also “a major source for student wellbeing” (Powell et al., 2018, p.525; Simmons et al., 2015; Hall, 2010). Fun, support, encouragement and reliability were key factors that CYP valued in their friendships. Warin (2017) noted that classroom behaviours such as supporting peers giving presentations and acting in a caring manner were an important part of positive child-child relationships. Difficulties with friends could hinder EWB: being laughed at, left out, and being treated disrespectfully could all have a negative impact (Powell et al., 2018).

Lastly, in considering the emotional environments within schools, it is noted that NICE (2013) advocate for the creation of environments that feel emotionally safe and secure for CYP, and which promote their sense of self-value. Warin (2017, p.188) was interested in considering how schools apply nurture approaches to bring about positive school environments whereby an “ethos of care” runs through the veins of the setting. This ethos should view education holistically (not just in terms of its academic aspects) and should support CYP to withstand difficulties that arise (Warin, 2017). For CYP, Hall (2010) found that school mechanisms for acknowledging effort and success were highly valued and were felt to contribute to an emotionally positive environment. These included: stickers, reward charts and award programmes. However, some CYP noted that adults didn’t always notice the positive things they had been doing.

Curriculum teaching and learning

Several research evaluations have considered emotional literacy curriculums that are available to support schools in teaching social and emotional skills to CYP. Evaluative research does not yet exist for the most recent programmes, such as the “Healthy Mind, Happy Me Curriculum”, created by Sandwell Metropolitan Borough Council (2019b). In relation to two historic programmes, the Social and Emotional Aspects of Learning Programme (SEAL; Department for Children Schools and Families, DCSF, 2007) and Targeted Mental Health in Schools Project (TaMHS; Department for Children, Schools and Families; DCSF, 2008), several themes emerged in evaluative studies.

Firstly, in evaluating these programmes, both of which were commissioned and developed by the DCSF, research has tended to either not include the views of the CYP who participated (e.g. Cane and Oland, 2015), or do so in a manner that is less thorough (e.g. Hallam, Rhamie and Shaw, 2006). However, research found that the curriculums were perceived to increase

the effectiveness of adults supporting CYP to develop their EWB. As part of a broader study concerned with behaviour and attendance, Hallam et al. (2006) used questionnaires and interviews with head teachers, teachers, non-teaching assistants, parents and children to explore the impact of SEAL. They found that 90% of teachers experienced the SEAL programme as being at least relatively successful, with varying levels of success in domains such as CYP confidence, social skills, and attitudes. Staff reported that the SEAL programme equipped them to recognise and respond to the emotional needs of CYP. Through their evaluative study, the DfE (2011) found that the TaMHS programme had, overall, successfully facilitated more effective multi-agency working as well as noting a statistically significant decrease in pupil problems in primary schools. In evaluating emotional literacy programmes, researchers (e.g. Bywater and Sharples, 2012 and Hallam et al., 2006) concurred that effectiveness was contingent upon the quality and extent of delivery and implementation, training, understanding and attitudes of staff, and engagement of parents. Evaluations were further noted to explore the *overall* impact of the programmes, rather than considering how distinct aspects (or subjects) within school might most effectively harness the programmes to support teaching and learning.

Research conducted Evans (2017) is further noted. In her qualitative study, Evans (2017) considered how attitudes to gender can affect how social and emotional skills are taught, colouring the delivery and emphasis teachers unwittingly adopt. Evans (2017) gathered data from four mixed sex schools in South Wales. Using participant observations, focus groups and semi-structured interviews, Evans (2017, p.189) reports on a range of “micro-practices” which were interpreted as reflective of attitudes to gender including encouraging girls to display their emotions, and boys to be emotionally guarded. Evans (2017, p.189) later argues that such teaching methods leave young people experiencing social and emotional learning interventions as “impossible spaces to inhabit”.

Evans’ study (2017) highlights scope for careful consideration of how social and emotional intervention programmes are delivered, and for how staff may be supported to subvert gender assumptions which may influence their teaching. The current study explores the perceptions of a single sex class (see Chapter Three) and it is noted that PE is often taught in single sex environments.

Staff development

Regarding staff development, two related areas of relevance became apparent through the literature search: attitudes and training. Firstly, whilst the important role of the senior leadership team in shaping staff attitudes is noted above, two opinion pieces (published in *The Times Educational Supplement)* offered more mixed attitudes regarding the role of school staff in supporting EWB. Whilst accepting the need for schools to support CYP with their EWB, Gedge (2018) seemed to favour reactionary approaches rather than proactive mechanisms.

Busby (2016) was similarly reactive, additionally seeking to invest in approaches which placed responsibility with external agencies commissioned by schools (Busby, 2016), rather than accepting and committing to a proactive role for themselves.

A mixed-methods study conducted by Kidger, Donovan, Biddle, Campbell and Gunnell (2009) employed surveys and focus groups to learn about staff (and student) views regarding emotional health provision in English secondary schools. Whilst their findings overall demonstrated that the majority of staff would like to do more, and to have the resources to do more, to support CYP EWB, it was identified that some staff did not perceive themselves as having a role in the promotion of emotional literacy skills. Whilst this study gives little insight into the drive for these attitudes, Danby and Hamilton (2016) offer a partial explanation. In their small-scale qualitative exploratory study, Danby and Hamilton used questionnaires and interviews in two primary schools in North Wales to explore attitudes to MH provision. It was found that reluctance to commit to promoting positive MH could reflect concerns regarding stigmatising CYP with poor MH. Staff in their study were found to apply a medical model of MH difficulties, which pathologizes individuals. Danby and Hamilton (2016) conclude that the development of a more open dialogue (both in positive terms, and when challenges are faced) is essential to promoting appropriate staff attitudes.

As well as being influenced by the ethos of the senior leadership team, attitudes might also reflect the level of training, and potentially understanding of a staff member. In their cross-sectional scoping survey, Vostanis et al. (2013, p.154) found that, of the 599 participant schools, 25.5% of questionnaire respondents indicated that staff had no training at all in promoting EWB, and a further 27.4% and 26.3% stated they had received “a little” or “some” training respectively. Training for staff needs to begin early, with authors (e.g. Carter, 2015, in a government review of initial teacher training) noting the lack of effective/thorough training on child social and emotional development and EWB delivered through initial teacher training programmes.

With staff receiving low levels (or no) training in EWB promotion, it is further noted that the preliminary literature search yielded results pertaining to the lack of training teachers receive in teaching PE. For example, using a mixed methods approach including pre-course audits, course evaluations, interviews and focus groups, Harris, Cale and Musson (2012) found that teaching PE is only very briefly covered in initial teacher training programmes. Elliot, Atencio, Campbell and Jess (2013) further report that a lack of training leaves teachers feeling insufficiently prepared to teach the subject. Their findings arise from a phase of their longitudinal study, undertaken as part of a national research project to evaluate a teacher training programme in Scotland. Baseline questionnaires and in-depth interviews informed the findings described in their 2013 paper.

Therefore, regardless of efforts of senior leadership teams to promote positive attitudes towards EWB promotion, and the ethos of individual staff members, school staff may feel and be unskilled, and lack confidence in:

- Promoting EWB.
- Delivering effective PE.

These factors combined have potential to impact the contribution that PE might make towards a WSA to EWB.

2.2.5 Educational Psychologists and WSAs

On reflecting on the results yielded, I was interested to note that EPs were rarely mentioned in the research on WSAs to EWB. The review identified one paper (Roffey, 2016) concerned with the role of EPs in promoting a holistic understanding of children, in the context of their risk and resilience factors, and in relation to how schools may proactively promote supportive environments. Roffey (2016) considers the need for, and potential shape of, a universal approach to supporting EWB and positive MH. However, I note an absence of any research which specifically considers how EPs might support or, as earlier described, act as leaders for schools and systems seeking to refine their approaches in order to increase the effectiveness of a WSA to EWB.

2.3 Section Two: Perceptions of PE

Prior to the systematic literature searches, a preliminary search identified **3** papers (2 systematic reviews, 1 longitudinal correlational study) which considered connections between physical activity (PA) and EWB. Details of these studies are here provided, before Section Two moves to consider the results of Search Two regarding CYP perspectives of PE.

2.3.1 The contribution of physical activity to EWB

With the understanding of the need for further research regarding the contribution that PA can bring to CYP EWB and MH, Ahn and Fedewa (2011) carried out a quantitative synthesis of the research literature to date. 73 studies (including published and unpublished research) were included. Whilst this US-based review considered PA more generally, rather than purely PE, they suggest that, in general terms, higher levels of PA corresponded with reduced symptoms of diagnosed MH difficulties such as depression and anxiety, and increased self-esteem (described by Ekeland, Heian and Hagen, 2005, as a buffer for MH difficulties; Ahn and Fedewa, 2011).

However, whilst its status as a single correlational study (compared to Ahn and Fedewa's systematic review) is acknowledged, Ahn et al. (2018) drew alternative conclusions in their longitudinal study featuring 6153 children from the UK Millennium Cohort Study. Ahn et al.

(2018) considered emotional health, explored through the completion of the Strengths and Difficulties Questionnaire (Goodman, 1997) by carers, concluding that EWB did not appear to be affected according to levels of PA or sedentary time. Whilst this appears to be a contradictory finding, these studies seem to be measuring different aspects of EWB. Whilst Ahn et al. (2018) recognise the reports of carers using a questionnaire which may reflect how an individual reacts in relation to their environment (and which doesn't consider the subjective views of the CYP in question), Ahn and Fedewa (2011) are concerned (in some of their results) with objective, biological measures of hormones associated with higher or lower incidence of MH difficulties.

For example, Ahn and Fedewa (2011) found that, in terms of objective biological measures of EWB, higher levels of PA had a particularly high positive effect on CYP who had an emotional difficulty or cognitive impairment. They found that PA combining aerobic and resistance training aspects had greatest impact on MH, which the authors explain as being related to the impact of neurotransmitters in the brain. Ahn et al. (2018), through their longitudinal study, provide insight into sex differences in emotional presentation in relation to PA levels. They found that, light/moderate-vigorous PA could be associated with a reduction in peer difficulties for males, whereas this was only the case for light activity for females. However, through their quantitative synthesis of the literature, Ahn and Fedewa (2011) note that findings in relation to sex, PA, and MH were inconclusive, varying according to study design and variables. This suggests there is potential for further research to consider the impact (if any) of sex on the usefulness of PA in improving EWB and MH. Ahn et al. (2018) note that males and females can be subject to different gender-based expectations in sport, and that this may be a helpful avenue to explore.

Eime, Young, Harvey, Charity and Payne (2013) carried out a cross-cultural systematic review of 30 research papers (largely quantitative/mixed methods), obtained through searches of 14 electronic databases. They sought to understand more about the psychological and social benefits that CYP might experience through PA participation. On reviewing the results, Eime et al. (2013) propose 40 psychological, social and health factors implicated when considering the impact of PA on EWB. Of these, the most significant impacts of PA on EWB included increased self-esteem and enhanced social interactions. Decreases in symptoms of depression were further noted. Team sports were found to offer benefits due to the social context in which participants become physically active. Less frequently cited benefits of PA on EWB included: improvements to emotional literacy skills, increased self-concept/understanding and improved life satisfaction. Eime et al. (2013) propose that opportunities for participation in team or community sports should be developed, in order for CYP to experience the EWB benefits found within such participation.

Through their results, Eime et al. (2013) developed a conceptual model, “Health through Sport” (p.12) which proposes three central domains in which PA can impact CYP:

- Physical
- Psychological
- Social

Eime et al. (2013) and Ahn and Fedewa (2011) agree that there is a need for further research to gain greater insight into the relationship between PA and EWB, particularly given the correlational/cross-sectional nature of many of the studies that have taken place, and the lack of qualitative or longitudinal research. Furthermore, I note that many of the studies to date are concerned with PA more generally, rather than PE as a school subject. However, findings suggest biological and psychological effects of PA on EWB.

To support with informing the framing of PE in WSAs to EWB, as is the focus of the current study, it will be important to gain further insight into CYP perspectives, as well as those of adults, and to further explore the psychological and social effects of PE.

2.3.2 Research regarding CYP perspectives

Having provided an overview of the possible connections between PA and EWB, it is acknowledged that the current study is concerned with perspectives of CYP towards PE in relation to WSAs to EWB. Search Two was therefore concerned with research pertaining to CYP perspectives of PE. Appraising the search results, it was evident that secondary school CYP experiences of PE had received significantly more research attention than primary school perceptions. This therefore directed the focus of the current study in exploring primary school experiences and perceptions. The review that follows presents the research relating to primary school experiences, identifying links with the secondary school research as appropriate.

Through Search Two, a total of **32** (**1756** prior to duplicates or irrelevant research being discarded) papers were identified relating to Section Two of this review. This comprised of **3** quantitative studies (**2** secondary school based, **1** primary school based), **19** qualitative studies (**11** secondary school based, **7** primary school, **1** spanning both secondary and primary settings), and **5** studies which adopted a mixed methods approach (**2** in primary school settings, **3** across both primary and secondary settings). **1** systematic review considered primary schools and **4** systematic reviews considered both primary and secondary settings.

The research is thematically organised according to the subjective (Diener, Lucas and Oishi, 2002) and six psychological (Ryff, 1989; Ryff and Keyes, 1995) wellbeing factors within the EWB definition accepted by the current study:

- Emotional responses to PE
- Self-acceptance
- Positive relations with others
- Autonomy
- Purpose in life
- Personal growth

For the psychological wellbeing factor of *environmental mastery,* it was found that there was no research that specifically considered this aspect in its own right. Therefore, where relevant, incidental references these factors are noted in other sections.

2.3.3 Emotional responses to PE

Emotions experienced

Conferring with secondary school research (e.g. White, Olson, Parker, Astell-Burt and Lonsdale, 2018; Lewis, 2014), research indicates that primary school children experience positive feelings and emotions when undertaking PE. Hayes (2017) and Dismore and Bailey (2011; 2010) both employ mixed methods approaches, comprising questionnaires which are supplemented by individual interviews (Hayes, 2017; Dismore and Bailey, 2010) and focus groups (Dismore and Bailey, 2011). Findings regarding CYP overall perceptions of PE converge: Hayes (2017) found that 86% of participants reported at least a moderately positive attitude towards PE, and Dismore and Bailey (2011; 2010) similarly reported that the majority of their primary school participants generally experienced PE favourably. Dismore and Bailey (2011; 2010) found that in primary school PE, enjoyment is contingent upon momentary emotional responses to the lesson, whereas at secondary school CYP find enjoyment through working toward and achieving targets or new skills. Both studies identify a range of factors that contribute to the positive feelings children experience in PE. Hayes (2017) distinguishes between personal factors (e.g. personality, attitudes towards PE), social factors (e.g. relationships with peers, influence of others) and environmental factors (e.g. teaching style, curriculum). Dismore and Bailey (2011) described how the nature of the activity, and CYP hopes for what they might achieve from a lesson, was a significant factor. Social experiences seemed to hold particular importance for primary and secondary school CYP.

In a mixed-methods study, Hopple (2018) explored primary and secondary school pupil feelings of enjoyment of PE in US schools. Hopple used a quantitative survey (open-ended and scaling questions) followed by focus groups and drawing activities to explore the perspectives of 90 CYP. She considered how perceptions might vary across sports, and in relation to individual differences. Ten influential factors were identified. Feelings of being unskilled or incompetent, could have the most significant impact on CYP overall enjoyment of PE, particularly if CYP felt evaluated by others. Factors such as high levels of competition and pressure could also have a negative effect on enjoyment (Hopple, 2018).

Differing needs

Within the sub-section of primary school 'emotional responses', I also acknowledge that several authors have considered the inclusion of various sub-groups. For example, Rekaa, Hanisch and Ytterhus (2019) considered CYP with physical disabilities, Coates and Vickerman (2008) explored experiences of CYP with learning disabilities, and Healy, Msetfi and Gallagher (2013) were concerned with inclusion for CYP with developmental disorders such as Autism Spectrum Disorder (ASD). Studies confer in their acceptance of the need to consider individual groups and their specific needs.

Rekaa et al. (2019) undertook a systematic review of the literature, including 27 studies in their paper. They identified that inclusion was a key factor for CYP with physical disabilities: PE could present as an arena whereby one's sense of belonging and inclusion could be promoted or demoted according to the lesson orientation and teacher approach. Regarding CYP with learning disabilities, Coates and Vickerman (2008) carried out a literature review (seven papers included) which identified six themes in CYP experiences:

- How children experience PE
- How children experience their teachers
- Experiences of discrimination
- Self-doubt
- Factors that demote inclusion
- Empowerment and participation

To develop more positive PE experiences, teachers of CYP with learning disabilities need an awareness of these factors and should consider how to support CYP accordingly. Healy et al. (2013) used interviews with CYP aged 9-13 to learn the perspectives of CYP with ASD. Healy et al. (2013) identified three key themes. The first theme, "individual challenges" (p.41), encapsulated differences in physical ability (including motor deficits), sensory processing, and fears of injury. Secondly, the theme of "peer interactions" (p.41) referred to positives such as camaraderie, encouragement and opportunities for friendship as well as negatives, for example, being bullied or negatively evaluated. The final theme was that of "exclusion" (p.42).

This comprised feeling excluded by the teacher or activity, but also CYP choices/requests to be excluded from the group for a period.

2.3.4 Self-acceptance

Self-acceptance is here defined as the ways in which CYP accept themselves in relation to their physical (and other) skills, their ability to meet their aspirations about themselves (self-esteem) and the ways in which they fulfil the physical or behavioural expectations associated with sex stereotypes.

Self-esteem

Ridgers, Fazey and Fairclough (2007) used the Brief-Fear of Negative Evaluation Scale (Leary, 1983) and the Self-Perception Profile for Children scale (Harter, 1985) to explore the relationship between fear of negative evaluation and self-perception in the PE context. Higher perceived self-competence was linked to lower fear of negative evaluation. Males were found to have a higher sense of self-competence, and a lower fear of negative evaluation than females (Ridgers et al., 2007).

Exploring the subject in greater depth, Howells and Bowen (2016) focussed on the experiences of an individual 10-year-old child, using a case study approach, in an English primary school. Howells and Bowen (2016) describe how, as part of a range of interventions, their participant was supported to spend additional time, with an adult, researching and rehearsing different aspects of PE. At the conclusion of the interventions, Howells and Bowen (2016) reported the participant's increased interest in PE and improved self-esteem, thus implying greater self-acceptance in their participant. They conclude that individually tailored support can promote greater self-acceptance and self-confidence in PE. Regarding the importance of ethos and environment, as outlined by PHE/CYPMHC (2015), research indicates that emotionally supportive environments in PE are those which contribute towards the development of self-acceptance and self-esteem.

Gender

Corresponding with secondary school research (e.g. Metcalfe, 2018; Wiltshire, Lee and Evans, 2017), two primary school studies were concerned with gender, and individuals acceptance of themselves in relation to their conformity to gender stereotypes. The studies, which largely confer in their findings, were carried out by Tischler and McCaughtry (2011) and Windram-Geddes (2013). Both are concerned with how discourses of masculinity and femininity can place pressure and expectation on children participating in PE.

Tischler and McCaughtry (2011) describe how, in broader life, a range of masculinities can be identified, with different masculinities dominating according to context. Using observations, interviews and focus groups over a 13-week period with five boys from two schools, Tischler

and McCaughtry (2011) identified four teaching factors which influence the version of masculinity that is privileged: content, pedagogical practices, relationships with teachers and social relationships. The ways in which each of these are enacted or addressed within school impact and define the dominant masculinity. Tischler and McCaughtry (2011) argue that PE promotes marginalisation, oppression and subsequently resistance through prejudice towards certain masculinities. Marginalisation creates negative and uncomfortable PE experiences.

Windram-Geddes (2013) explored the experiences of females using ethnographic methods (participant observations and focus groups with CYP and staff interviews) supported by quantitative data. She studied Scottish primary and secondary schools and suggested that ideas regarding the female body in PE, and an aversion to fatness, stem from the complex position of PE within policy. Because PE is implicated within policies regarding reducing obesity, PE has an underlying current of body scrutiny. Windram-Geddes (2013) concluded that such conceptualisations regarding a need to be 'fat-free' were leaving females dissatisfied and unaccepting of their bodies. PE therefore became about staying thin. These findings suggest that a lack of self-acceptance of body form and shape can leave females extrinsically motivated to participate in PE, meaning that longer term engagement fuelled by intrinsic motivation, outside of a PE curriculum, may be at risk.

2.3.5 Positive relations with others

Teachers demonstrating caring

With the secondary school research conferring (e.g. Gray, Treacy and Hall, 2019; Lewis, 2014), studies indicate that relationships are essential to how CYP experience primary school PE. Teacher-pupil relationships are firstly considered. Larson (2006) sought to understand, in detail, teacher actions that were perceived as caring by CYP in PE. 518 CYP took part in Larson's US-based study, each completing a written statement describing caring actions of PE teachers. Larson (2006) identified three categories of caring behaviours (Table 1):

Sub-category	Description
Recognize me	The teacher might compliment or support a child, or may, for example, ask them how they are feeling.
Help me learn	The teacher promotes student learning, through encouragement, demonstration, co-participation, or behavioural support.
Trust/respect me	The teacher permits a request made by a student.

Table 1: Larson's categories of caring behaviours (2006)

The findings of Dismore and Bailey (2011) confer with those of Larson, indicating that children value the role of teacher in maintaining behaviour and discipline within the class.

Larson's (2006) overall theme is the importance of children feeling that they are receiving the attention of the adult, in order to feel cared for. Hopple's (2018) findings provide further support for the notion for CYP seeking attention from adults, with some participants acknowledging that it could feel that attention was unfairly distributed amongst class members. Hopple's participants valued having fun with teachers who enforced boundaries whilst maintaining a relaxed approach.

Lu and Buchanan (2014) carried out an insightful review of the literature with the aim of identifying how to develop the EWB of CYP through PE. This led to the identification of four distinct domains in which CYP could be supported. Known as "STEP" (Lu and Buchanan, 2014, p.30), the authors made suggestions, based on their findings, in relation to: **S**tudents, **T**eachers, **E**nvironment and **P**rogramme. Among their findings, they identified the role of teachers within the PE context in developing CYP EWB through helping them to improve their self-confidence in their physical skills, and in improving self-esteem by helping CYP to appropriately attribute their successes and shortcomings in a PE context. Teachers are situated as having a key role in building rapport and "meaningful and safe connections" (Lu and Buchanan, 2014, p.30) to develop CYP positivity and resilience in the face of negative emotional experiences. Lu and Buchanan (2014) further align with Larson's (2006) findings regarding ways in which teachers can demonstrate caring, for example through asking CYP how they are feeling and in taking an interest.

Beni, Fletcher and Ní Chróinín (2017) conducted a systematic literature review (featuring 50 empirical papers) which aimed to explore what constituted a meaningful experience in PE and PA for CYP. As well as identifying five themes that were frequently found in relation to meaningful experiences (social interaction, fun, challenge, motor skills and learning deemed as personally relevant), Beni et al. (2017) found that in addition to teachers, interactions with support staff, visiting coaches, other teachers or even family members could influence CYP experiences of PE. By reflecting on a range of PA contexts, Beni et al. (2017) reinforced the potential of all environments in having an impact upon EWB experiences.

Peer relations

In agreement with secondary school research (e.g. Gray et al., 2019; Smith and Parr, 2007), interactions with peers are found to have a significant positive or negative impact on how individuals experience their lesson (e.g. Hopple, 2018, Beni et al., 2017; Everley and Macfayden, 2017).

Everley and Macfayden (2017) found that social engagement was a key motivator for CYP to undertake PA (rather than PE more specifically). Using drawings and individual interviews,

Everley and Macfadyen (2017) sought to elicit views from 83 children (aged 6-10 years) regarding their motivation for taking part in PA. Everley and Macfayden (2017) described their findings, drawing on the theory of Bourdieu (1986), explaining capital as “value” (p.153) gained in one context, which can be transferred to another. They found that children viewed PA as a context for social engagement, the formation of social identity, and an arena to acquire social capital which can then be transferred to other life areas (aligning with secondary school research by Brock, Rovegno and Oliver, 2009). Jago, Brockman, Fox, Cartwright, Page and Thompson (2009) confer, though note that for males, physical ability promotes social capital, whereas for females, social capital may be obtained by engaging in PA in a similar way to peers (e.g. sharing an attitude of disillusionment).

Hopple (2018) and Dismore and Bailey (2011) found that difficulties with peers could have a significant impact on how CYP experienced PE. For example, Hopple (2018) found examples of bullying and unpleasantness between children in a PA, as well as instances of disagreements or arguing that all contributed toward a negative experience of the lesson. I reflected on this finding and suggest that Hopple’s (2018) call for schools to regularly reflect on the learning and social environments, as well as appraising the emotional presentation of CYP is important across the school day, not just in PE.

Lu and Buchanan (2014), in relation to their four domains for considering how CYP EWB can be fostered through PE, note the role of teachers in demonstrating and encouraging CYP to act in a manner that is supportive of one another. They provide examples of behaviours that teachers might role model or offset, supporting CYP to learn the skills they need in engaging with their peers to create an emotionally supportive environment. The aspiration of Lu and Buchanan (2014) is that, by encouraging CYP to behave in this manner towards one another (and indeed by taking on caring and sensitive teaching personas), a positive and warm emotional environment can be created.

In summary, the research aligns with the importance placed upon relationships via the PHE/CYPMHC (2015) framework for the promotion of EWB through effective WSAs. PE appears a socially important environment for opportunities to spend time with peers and friends and to practice social skills.

2.3.6 Autonomy

The importance of choice and control was identified in the primary school research base. Hastie, Rudisill and Wadsworth (2013) considered two theories of motivation. Self-Determination Theory (SDT; Ryan and Deci, 2000) describes how motivation (amotivation, extrinsic motivation and intrinsic motivation) can be influenced by perceptions of autonomy, competence and relatedness. Achievement Goal Theory (AGT; Nicholls, 1989) considers how and what individuals perceive as success and how value is placed on competence: this can

help us to understand what motivates individuals. Drawing on these theories, Hastie et al. (2013) recognised the need for autonomy-supportive climates in PE, noting that intrinsic motivation, promoted by a sense of autonomy, is essential for engagement. Hastie et al. (2013) therefore sought to explore PE in undertaking a systematic literature review to consider the impact of autonomy-supportive interventions in PE.

27 studies (employing a variety of research designs) were included within the review, with results reflecting diverse developmental stages and cultures. Key findings included that whilst gender or age had little bearing, the adoption of an autonomy-supportive environment could promote engagement and increase intrinsic motivation. An autonomy-supportive climate could improve perceptions of competence as well as being associated with actual motor skill development in some studies. Hastie et al. (2013) concluded by indicating that giving CYP choice and control over activities (conferred by Hayes, 2017; Dismore and Bailey, 2011), encouraging CYP to experiment and take on challenges, offering appropriately pitched challenges (conferred by Beni et al., 2017; Mandigo and Holt, 2006), giving constructive skills-based feedback and providing a clear rationale for activities, could all promote autonomy.

Lu and Buchan (2014) provide further support for the need for autonomy of CYP in PE in order to promote EWB, noting that giving greater control to CYP supports the development of rapport between teachers and pupils, thus improving the quality of connections.

2.3.7 Purpose in life

Reasons to participate

Four primary school studies briefly consider CYP perceptions of the purpose of PE. Hayes (2017) conducted a mixed-methods study comprising of questionnaires and interviews, finding that CYP varied in the degree of importance they placed upon PE as a subject: some children simply didn't see the merit in participation or rated other school subjects as more worthwhile. Health benefits were recognised by some (Hayes, 2017). Hopple (2018), in her quantitative survey and interview-based study, and Beni et al. (2017), through their systematic review, recognised that CYP experience PE as meaningful and enjoyable if they understood the personal relevance of what they were learning.

Dismore and Bailey (2011; 2010), using questionnaires and focus groups, found that positive experiences of PE at primary school are related to fun and enjoyment. At this age, the purpose of PE (from the perspective of children) seems to be for PE to be fun. However, as children transition to secondary school (and therefore potentially in the latter stages of primary school), children's perspectives of the purpose of PE become more entwined with their desire for developing new skills and competencies.

2.3.8 Personal growth

Attributing success

Although, as noted earlier, primary school PE has been identified as related primarily to fun rather than skill development (Dismore and Bailey, 2011; 2010), a few studies considered personal growth, through PE, in primary settings. For example, the findings of Mandigo and Holt (2006) describe the importance of offering an optimal level of challenge to maintain engagement.

Chedzoy and Burden (2009) take a closer look at how CYP conceptualise skill development in PE. 68 primary school children, from three primary schools in the West of England, were enlisted to provide written answers to a set of six questions. Drawing upon Attribution Theory (Weiner, 1986), Chedzoy and Burden (2009) sought to understand how males and females differentially perceived and attributed success in PE. They found that males perceived their fitness and commitment to practising to be instrumental to their success, whilst females prioritised effort, willingness to learn and engaging with teachers and peers.

Chedzoy and Burden (2009) reveal less regarding the emotional impact of self-appraisal in PE, other than in noting the presence of growth mindset in some participants. Growth mindset is the belief that ability can be improved through practise, rather than being fixed (Dweck, 2017). Hayes (2017) confers that adopting a growth mindset can improve attitudes to PE.

Both Hopple (2018) and Hayes (2017) found that their participants might experience feelings of overexertion or physical discomfort in PA, which could lead to dissatisfaction or a lack of enjoyment. Furthermore, lower levels of skills and fitness were consistent with lower enjoyment of PE.

The notion of personal growth aligns with the emotional environment aspect of the WSA framework and the manner in which CYP might experience positive emotions through achievement. Furthermore, school attitudes (demonstrated by staff and senior leadership teams) have the opportunity to promote growth mindsets through their curriculum offer and design.

2.3.9 Secondary school research

Direct correspondence between the primary and secondary school research bases has been indicated above. In addition to these findings, further relevant insight may be gained from the secondary school research literature:

- Enjoyment of PE in secondary schools has been found to be contingent upon a clear instructive teaching style and positive behaviour management (James and Collier,

2011), a sense of competence and achievement (White et al., 2018) and a sense of being supported by teachers (Lewis, 2014).

- Negative emotions could be experienced in PE in relation to uncomfortable social experiences or feelings of being judged/evaluated, of activities being too challenging, and of having little choice to participate (White et al., 2018).
- Teachers were further situated as having an important role in supporting CYP to develop a positive view of themselves in PE (Kerner, Haerens and Kirk, 2018; Brooks and Magnusson, 2006), and to accept themselves as physical performers rather than as marginal group members (Brooks and Magnusson, 2006).
- Regarding autonomy, researchers identified the need, and preference, of YP to have choice and control over level of participation (e.g. White et al., 2018) activities undertaken (e.g. Knowles, Niven and Fawkner, 2011), grouping arrangements (e.g. Knowles et al., 2011), clothing worn (e.g. Lewis, 2014). Some authors linked this sense of control and autonomy to a positive emotional experience in PE (e.g. White et al., 2018).
- Familial attitudes towards PE were found to impact upon CYP perceptions of PE and it's purpose in life (e.g. Lamb, 2014).
- Regarding personal growth, Cronin, Allen, Mulvenna and Russell (2018) illuminated CYP perceptions of developing skills such as time management, target setting, communication, solving problems and making decisions.

2.3.10 EPs and PE

The current literature review did not yield any research papers regarding studies whereby EPs had investigated PE, either as a subject in its own right, or as part of a broader curriculum/school offer. The educational psychology research base in this area is therefore lacking.

2.4 Critical summary

2.4.1 Section One summary and implications for PE

In the first section of this literature review, the legislative context for whole school approaches (WSAs) to EWB was explored, and a theoretical framework for operationalising a WSA was described. Consideration was then given to research relating to aspects of a WSA that were relevant to the current study, including how the research might be implicated within a PE context. It was found that:

Staff within schools, from the senior leadership team through to teaching staff, and all others involved within the school community, need to have an attitude that is supportive of EWB, and which seeks to promote it, in a variety of ways, throughout the school system. This may mean

that further training is required. Research is yet to consider how different aspects of school life might need staff to be trained in different ways.

The physical, social and emotional school environments have several features that contribute towards a sense of EWB, particularly in relation to connections to others. The research does not consider how distinct aspects (and subjects) in schools might offer different physical, social and emotional environments, raising differential challenges for CYP and their EWB.

A range of social and emotional curriculums are available to schools. These must be thoughtfully utilised to support their delivery across all subject areas. Research does not consider the opportunities afforded by different school subjects/aspects of school life in terms of broadening social and emotional learning instigated through these curriculums.

Little consideration has been given regarding how EPs might support schools to promote a whole school approach to EWB.

2.4.2 Section Two summary and implications for WSAs

Section Two of the literature review was concerned with CYP perspectives of PE. Research was organised thematically according aspects of EWB. Findings are summarised below, with consideration given as to the implication of these findings for WSAs to EWB.

PHE/CYPMHC (2015) note the importance of ethos and environment, describing the distinct roles of the emotional, social and physical environments. The research regarding CYP perspectives of PE demonstrates that it contributes to the emotional environment experienced by CYP. It seems that PE elicits a range of positive and negative feelings and that there are a range of factors that affect the nature of CYP experience. Whilst research does provide insight into some of the feelings (and their causes) that might be experienced, much of this illumination lacks depth, or is related to one-off snap shots or retrospective ratings. It doesn't capture the full range of feelings and perceptions that may be experienced.

In terms of social environments, relationships with teachers and peers appear to play a central role in determining the nature of CYP experience. Positive and difficult relationships influence how CYP feel about PE, and therefore schools need to be mindful regarding how positive connections are promoted. The research does not consider the full extent of how these social processes occur, for example, by providing in-depth insight into how peer interactions take place, and how these might impact upon experiences of PE.

The research literature provides less (mostly incidental) insight into how the physical environment of PE might affect CYP experience.

PHE/CYPMHC (2015) also describe student voice as a key determinant of an effective WSA. The research identifies that opportunities for autonomy, choice and control are contributors to

positive PE experiences. These can relate to a range of aspects of PE, and increased autonomy is felt to constitute a more positive environment.

Other possible implications included that CYP appreciate PE staff who are skilled and knowledgeable and who have effective classroom management skills. PHE/CYPMHC (2015) note the importance of staff development and training. It seems that it is not only the attitudes of teachers that might influence CYP commitment or perspectives of PE. CYP are also affected by the views of other adults in school, and their family members.

Lastly, it is noted that EP research has not previously been concerned with PE as a distinct school subject.

2.5 Research questions

Having considered the research base and it's omissions, the current study sought to answer the following two research questions:

1. How do boys experience and feel about physical education (PE) lessons in a mainstream primary school?
2. How does PE contribute towards a whole school approach to emotional wellbeing for boys?[4]

In Chapter Three, I will describe and explain my methodological approach to answering these questions.

[4] The focus on the male population is rationalised in Chapter Three, in the section referring to sample selection.

Chapter Three: Methodology

Chapter Three begins by outlining the design of the current research, and by identifying the decisions and considerations that led to the selection of an ethnographic methodology. A set of principles, which have been used to assure the quality of the study, will be described. I then describe the research procedure, including the methods and materials employed, and the sampling techniques applied. Ethical considerations are highlighted. The importance of researcher reflexivity is further discussed. The chapter concludes by describing how the findings are reported in Chapter Four, and the data analysis procedure enlisted.

3.1 Research design

"The design represents a practical plan" for research (Harding, 2013, p.15), and is concerned with philosophical, paradigmatic and methodological decisions.

3.1.1 Philosophical approach

Coherent research is support by a clear philosophical stance. Ontology and epistemology are two central and interrelated (Smith, 1996, cited O'Hare, 2016) philosophical considerations.

Ontology

Ontology refers to one's belief about what constitutes reality, and what should be accepted as knowledge about the world (Snape and Spencer, 2003). *Realism* and *constructivism* are two prominent perspectives on a broad spectrum of ontological positions (Snape and Spencer, 2003; Miles and Huberman, 1994). I have adopted a constructivist position, which accepts that realities are multiple (rather than singular) and are created and re-created by the people that experience them (Flick, 2009). This reflects my aim to give children a voice, and my acknowledgment that these voices will be different.

Epistemology

Epistemology is concerned "with ways of knowing and learning about the social world" (Snape and Spencer, 2003, p.13). *Positivism* and *interpretivism* are two salient epistemological positions, with the current research assuming an interpretivist position. Interpretivism proposes that one's knowledge is based upon their non-stable interpretation of the stimuli (O'Reilly, 2005), rather than the positivist view of "reliable, concrete knowledge" (O'Reilly, 2005, p.45) being accessible. Interpretivist research, which tends to be qualitative, focuses on what we can learn from interpreting the acts of participants (Hammersley, and Atkinson, 2007; O'Reilly, 2005). Interpretivism additionally acknowledges the position of the researcher and their impact upon the creation of meaning and understanding (Snape and Spencer, 2003).

3.1.2 Identifying a research paradigm

The research paradigm is the "basic concept of how to do research" (Flick, 2009, p. 471). It must align with one's philosophical position. Quantitative, mixed methods and qualitative research designs were considered.

Quantitative approaches

Quantitative approaches tend to entail the researcher seeking to measure (Ritchie, 2003) pre-defined variables, and deductively test hypotheses (Harding, 2013). With the aim of understanding causality, or testing a theory (Creswell, 1994), quantitative research tends to use large sample sizes with the aim of producing generalisable results (Harding, 2013). Quantitative methods generally adopt a positivist epistemological position (Clarke, 2001).

Qualitative approaches

The qualitative researcher aims to explore ideas holistically, generally inductively (Harding, 2013), and without seeking to isolate variables or test hypotheses (Ritchie, 2003). Findings, which emerge from rich, in-depth data, may be considered with specific theories in mind, or the aim may rather be to deepen understanding of a situation (Hammersley and Atkinson, 2007). Samples are small, and "purposefully" selected (Moriarty, 2011, p.7). Generalisability is not viewed as an indicator of the value of qualitative research (Harding, 2013). Qualitative research is generally interpretivist (Clarke, 2001), which aligns it with the philosophical position of the current research, allowing for the multiplicity of voices.

Mixed method approaches

Mixed method research combines quantitative and qualitative methods and is felt to be useful in building a rich picture of the research topic (Creswell, 2013) or in aiding triangulation (Miles and Huberman, 1994).

Whilst all three research paradigms have potential to provide insight into the current topic, it was felt that a qualitative methodology would align most effectively with my philosophical stance.

3.1.3 The voice of children and young people in research

In considering methodological approaches, and in line with the broader aims of the current study, contextualisation of the need for, and benefits of, CYP voice is important. CYP voice can be more broadly situated. The UNRC (UN General Assembly,1989), and it's calls to promote the rights of children, has contributed towards a shift in perspectives about CYP and their ability as independent thinkers. Graham and Fitzgerald (2011, p.449) describe how, in recent years, children have been "repositioned" as individuals, able to participate in communities as distinct citizens as opposed to being spoken for by adults. CYP have the skills

(e.g. emotional literacy, empathy, confidence; Hall, 2010), desire (e.g. Simmons et al., 2015), and rich, in-depth understanding of their experiences (Fielding, 2001) to share their views.

In the current research, it is accepted that EWB is an ambiguous term that can have many meanings (e.g. Thomas, 2009). Researchers have also identified that CYP and adults perceive wellbeing in broadly different ways (e.g. Sixsmith, Gabhainn, Fleming and O'Higgins, 2007) as well as at an individual, subjective level. Accordingly, it was important that CYP were spoken to directly regarding their perspectives.

There are many benefits to seeking the views of CYP. Firstly, CYP are best positioned to support with the planning of their school initiatives, given their unique understanding of what constitutes EWB for themselves and their peers (Simons at al., 2015; Graham and Fitzgerald, 2011; Sixsmith et al., 2007). CYP experience an increased sense of "self-efficacy and control", improved relationships and a greater sense of belonging through sharing their views (Weare, 2015, p.7). Their sense of self-identity can be developed (Graham and Fitzgerald, 2011).

When planning for the participation of CYP, one must consider how best to gain authentic CYP voice. Fielding (2001) suggests that CYP participation can sometimes be tokenistic, for the purposes of meeting a requirement, rather than motivated by a genuine interest in CYP perspectives. This is reflected in many of the participation models that frame practice. Some models (e.g. Hart, 1992) are criticised for their hierarchical nature, whereby many studies remain at the lower rungs (i.e. low levels of participation; Hall, 2010). Other models (e.g. Kirby et al., 2003) are valued for their presentation of different approaches to participation which can be flexibly drawn upon, for different purposes (Hall, 2010).

Consideration must also be given to the most effective methods to ensure that all CYP are able to fully participate and share their views fully. Style of administration (Deighton et al., 2016), skills (e.g. literacy) of respondents (PHE, 2015), social desirability (PHE, 2015) and age and developmental stage of participants (Liddle and Carter, 2015; Hall, 2010) may all have an impact on authenticity of findings.

In the current study it was deemed important that CYP were placed in a position of power, firstly in terms of having the freedom to choose how much or how little they participate, but also in terms of how they contribute. It was recognised that some CYP would be more eager and confident to share their views than others. It was important that methodological choices reflected this aim.

3.1.4 Considering methodological approaches: Interpretative Phenomenological Analysis

Interpretative Phenomenological Analysis (IPA) was identified as a "commonly used" (Smith, 2011, p.9) possible constructivist and interpretivist qualitative approach for the current research. It is concerned with the lived experiences of individuals, and the meaning that they

attribute to these (Smith, 2011). The researcher aims to gain understanding through in-depth semi-structured interviews, with the creation of transcripts enabling analysis. Small sample sizes are used, due to the depth of analysis entailed in the idiographic nature of IPA (Hardy and Majors, 2017). The reflexive researcher adopts a double hermeneutic role, whereby they seek to make meaning of the meaning made by their participants (Smith, 2011).

IPA had much to offer the current research. I recognised the potential value in gaining in-depth insight into the views of individuals and learning more about the meaning they attribute to their experiences. However, I was also keen to explore the experiences of children in context: at the site of their experiences, and within the social environment in which they occur, recognising that this would help give a richer understanding of the ebb and flow of emotional experiences. My commitment to enabling CYP to participate freely (as much or as little as they chose) and in the way that they felt most comfortable with would have been challenging with the use of IPA. Additionally, the in-depth exploratory nature of IPA would have limited the sample size significantly. Given my research aim to provide a platform for children to share their views, I was eager to extend this platform widely. I therefore identified that an alternative approach may be better equipped to meet my aims, whilst aligning with my philosophical approach.

3.1.5 Considering methodological approaches: Ethnography

Ethnography was subsequently considered, and adopted, as a suitable alternative constructivist and interpretivist methodology for the current research. With roots in nineteenth century Western anthropology (O'Reilly, 2005) ethnography is concerned with studying a group taking part in their ordinary routines (Harding, 2013), emphasising the importance of gaining understanding through engagement (Silverman, 2013). Precise definitions are elusive (Hammersley and Atkinson, 2007), though O'Reilly (2005, p. 3) provides a "critical minimum definition" (Figure 9):

Ethnography can be minimally described as:

- iterative-inductive research, drawing on a range of methods involving direct and sustained contact with human agents within the context of their daily lives, watching what happens, listening to what is said, asking questions

  and

- producing a richly written account that respects the irreducibility of human experience, that acknowledges the role of theory, as well as the researcher's own role and that views humans as part object/part subject.

Figure 9: Critical minimum definition of ethnography. Adapted from O'Reilly (2005, p.3)

Ethnography identifies with naturalism, which is informed by interpretive philosophical approaches (Hammersley and Atkinson, 2007). A variety of classical or non-classical methods are used in ethnography (Whitehead, 2005). A classical ethnographic approach involves the application of methods such as observation, participation and interviews, whereas non-classical ethnography uses a broader range of approaches, which may include quantitative methods (Whitehead, 2005). Ethnographic studies are generally longitudinal by nature, though time spent in the research field can vary significantly (Flick, 2009).

Evaluating ethnography

Ethnography is considered an appropriate methodology in research with children as it subverts the power imbalances that may be noted in alternative approaches (e.g. semi-structured interviewing; Hill, Yates, Greathead, Croydon, Kenny and Pelicano, 2017). CYP participate in the manner they feel most comfortable with, thus enabling authentic CYP voice. It enables access to rich, in-depth information, gathered in a holistic manner (Denscombe, 2014). The longitudinal nature of ethnography enables in-depth exploration of relationships as they develop and transition through different phases (Warin, 2017). It is concerned with understanding the perceptions of others (Denscombe, 2014), in social settings (Hammersley and Atkinson, 2007) which aligns it with the constructivist view of multiple realities.

By contrast, there is acknowledgement that ethnography can be "time-consuming" and can lead to written findings which have a limited audience due to their focus on a particular setting (Creswell, 2007, p.72). Accessing a suitable research site can be problematic (Hammersley and Atkinson, 2007). There is a risk of the researcher becoming so immersed in the setting that they miss key ideas or interpretations (Creswell, 2007). Ethnography additionally presents a range of complex ethical issues, which are later discussed (Hammersley and Atkinson, 2007).

Upon evaluation I identified that the constraints of the doctoral programme and my placement commitments would naturally impose time boundaries around the data collection, thus limiting concerns regarding the data collection phase being overly time consuming. This, in turn, minimised the risk of my becoming overly entangled in the research setting. However, it was therefore important that I acknowledged that my data would be "partial" rather than presenting a full picture in response to the research questions (Silverman, 2013, p.51).

3.1.6 Assessing the quality of qualitative research

A core aim of interpretivist qualitative research is to illuminate the multiple realities experienced by individuals as effectively as possible (Creswell, 2007). To support this, it is helpful to consider the quality of the research. Many of the quality assessment tools available to researchers are influenced by the traditional bias towards positivist criteria and quantitative methods, positioning the "classical criteria" (Flick, 2009, p.385) of validity and reliability as possible (though sometimes disputed) quantitative benchmarks for quality (Braun and Clarke, 2013).

Validity

Flick (2009, p. 387) describes validity as "a question of whether the researchers see what they think they see". Internal validity refers to the extent to which the data reflect what they are trying to reflect (Harris, 2008), in relation to appropriately selected and competently applied research methods. External validity refers to the extent to which the findings of a study are generalisable (Harris, 2008). Validity relies upon rigorous data collection and analysis, which may challenge the principles of qualitative research (Harding, 2013). Validity is additionally problematic in qualitative research because it implies that there is a singular reality that can be measured, which subverts the interpretivist principle of multiple realities (Braun and Clarke, 2013).

Reliability

Reliability instead calls for replicability of a study's findings through repetition via a temporal or researcher variation (Flick, 2009). Qualitative research acknowledges the central role and influence of the researcher in collecting and interpreting data (Braun and Clarke, 2013; Flick, 2009). Therefore, the homogeneity of accounts, which would be required for a study to meet the standard of reliability, is not possible. Reliability is therefore a problematic criterion for assessing the quality of qualitative research.

Research quality criteria

Identifying quality criteria for qualitative research is noted be challenging (Seale, 2002; Cho, 2017) and translating the concepts of validity and reliability to qualitative research have proved troublesome (Creswell, 2007). It remains that 'there are no *absolute* criteria' (Braun

and Clarke, 2013, p. 278). In the current research, I opined that checklists for 'good ethnography' (Spindler and Spindler, 1987) lacked the depth of appraisal required. Instead, Yardley's four "open-ended" and "flexible" "principles" (2000, p.215) were adopted. These principles allow flexibility whilst providing direction and take a holistic view of research. The principles are as follows:

1. **Sensitivity to context:** consideration of the broader and local theoretical, political and ethical contexts.
2. **Commitment and rigour:** engagement, understanding and competence in methodological and analytical approaches, and the research topic.
3. **Transparency and coherence:** transparent presentation of research approaches and findings, with a commitment to reflexive practice.
4. **Impact and importance:** research should deepen theoretical understanding and have potential use (including to participants).

In the current study the quality of the research was ensured in accordance with these principles, as outlined below (Table 2):

Principle	Steps undertaken to meet principle
Sensitivity to context	• A thorough and systematic literature search to develop contextual understanding. • Adoption of a research method that enables children to participate meaningfully, subverting power imbalances.
Commitment and rigour	• A rigorous approach to searching the literature. • Data collection at one school only meant that greater insight could be gained rather than more superficial findings were a number of schools studied. • Undertaking ten data collection sessions to gather data over time, gaining an in-depth insider perspective based upon rapport built with participants (whilst acknowledging that further data collection sessions could illuminate further findings). • The use of checklists to ensure as many children as possible were spoken to during data collection.
Transparency and coherence	• Sharing of rationale for study and own perspectives and values. • Utilising a reflective diary to capture thoughts throughout the research process (included, as relevant, in this dissertation). • Adherence to the philosophical stance and methodology throughout.
Impact and importance	• Identification of a nationally and locally relevant research topic where further research is required. • Use of a research methodology that enables in-depth understanding and insight into the experiences of CYP and opportunities for PE.

Table 2: Measures undertaken to ensure quality of the current study according to quality principles

3.2 Research methods

In the following section, the core methods, or "tools" (Denscombe, 2010, p. 4) that were employed, will be described: Participant observation and conversational interviews. Focus groups were also considered as a possible approach but were deemed not to be in alignment with the naturalistic approach of the study. Furthermore, focus groups were felt to inhibit exploration of relationships in the field, given their one-off nature (Warin, 2017).

3.2.1 Participant observation

Participant observation (PO) is a classical ethnographic method (Whitehead, 2005) that assumes that observationally gathering eyewitness information from a naturalistic setting (Silverman, 2013) is not enough. To fully *understand,* one needs to adopt an emic (insider) perspective, and participate in the context under study (Silverman, 2013). Degrees of participation can be viewed on a spectrum (Mills and Morton, 2013) from "complete observer" to "complete participant" (Hammersley and Atkinson, 2007, p. 82). The extent of participation can be most effectively planned through consideration of the research questions, context and site (Hammersley and Atkinson, 2007).

PO can be framed as advantageous as it can "minimize problems of reactivity" (Hammersley and Atkinson, 2007, p. 85) by enabling participants to feel at ease with the researcher. Immersing oneself in a culture is also said to be vital in enabling the researcher to understand, by directly experiencing (Spradley, 1980), the multitude of perspectives, and one's own responses to these (Mills and Morton, 2013). However, others argue that PO can lead to the researcher losing their distinct identity by becoming entangled within the culture of study (Hammersley and Atkinson, 2007). This could lead to central ideas being overlooked (Hammersley and Atkinson, 2007).

When accessing my research site, I was aware of my age, skills and status as an unfamiliar adult. As an obvious 'outlier', rather than being able to assume a participant role as a student (e.g., Tobias, 1990 cited Hammersley and Atkinson, 2007), or as a teacher (e.g., Aggleton, 1987 cited Hammersley and Atkinson, 2007), I identified that an 'observer-as-participant' role (Junker, 1960 cited Hammersley and Atkinson, 2007) would be most effective. I prepared a protocol (see Appendix 4) which largely directed my approach. However, to maintain positive 'field relations' (Hammersley and Atkinson, 2007, p.63), flexibility was applied as needed. Further discussion can be found in the 'Procedure' section of this chapter.

3.2.2 Conversational Interviews

Whitehead (2005) and Bernard (2006) describe conversational interviews (CIs) as conversations that take place in the context of the research field, but that which also contribute towards the consideration of a research question. Bernard (2006) further identifies the 'unstructured' CI as occasions where the researcher seeks to explore specific concepts or ideas using a conversational interview approach but does not use a pre-determined structure.

Qualitative interview approaches are generally viewed as a useful research method due to their flexibility (Harding, 2013) and because of the rich and detailed information they can uncover (Rubin and Rubin, 2012). Kvale (2007) additionally states that one cannot know what others think without asking them. However, Rubin and Rubin (2012) argue that overly conversational interviews can be prohibitive of access to in depth information. Rubin and

Rubin (2012) further state that, because CIs are incidental and unplanned, it is difficult for the researcher to find out about events they have not experienced. Whilst acknowledging these criticisms, I identified that the use of CIs in a PO situation would provide me with opportunities to explore experiences and situations that I had witnessed (and therefore contextually understood) in greater detail, and to triangulate my observations.

It was important that I was mindful of when and how CIs were conducted to prevent these becoming disruptive or incongruent with the PE lesson activities. I was aware of my distinct position, and that participants would not be accustomed to being asked questions during their lessons. The PO Protocol (Appendix 4) describes my approach to CIs.

3.3 Sampling and sample

'Sampling' refers to how and why selections (e.g. participants and locations) are made in research (Flick, 2009). I have adopted a non-probability sampling approach, as is typical in qualitative research, in which "units are deliberately selected" (Ritchie, Lewis and Elam, 2003, p. 78).

3.3.1 The research site

To facilitate prolonged immersion and in-depth understanding, as is characteristic of ethnographic studies (Hammersley and Atkinson, 2007), I identified that it would be important to focus my research on one school rather than multiple sites. A "purposive sampling" (Denscombe, 2014, p.41) method was then employed to "hand-pick[ed]" a school.

Two criteria were applied in the purposive sampling process:

1. The research site must not be a school in which I have a current practitioner trainee educational psychologist (TEP) role. This was to prevent a dual relationship, or conflict of interest, in line ethical guidelines published by the British Psychological Society (BPS; 2018).
2. The research site must be practical (e.g. with regard location/travel) given my educational psychology service (EPS) placement commitments. This conforms with the advice of Hammersley and Atkinson (2007, p.30) who state: "the role of pragmatic considerations must not be underestimated in the choice of a setting."

3.3.2 The children

A "convenience sampling" method, whereby "the researcher chooses the sample according to ease of access" (Ritchie, Lewis and Elam, 2003, p. 81), was used to identify a year five class to participate. Year five was identified as the year group as it was felt that these children would be well established within their current school, whilst also potentially being available at the school in year six for any follow up required. School timetables, and regular EPS

placement commitments were accordingly considered. The participant school were found to split their year five PE lessons by gender. I chose to carry out my study with the year five males given that, in my placement experiences to date, I have found it easier to build rapport with males of this age group rather than females. Building positive relationships with participants is important in maintaining effective field relations, and enabling meaningful participation, leading to a more effective ethnographic study (Hammersley and Atkinson, 2007). However, I acknowledged that this would limit my findings to males rather than females or a mixed group, and that my findings would therefore only reflect the male population under study, preventing any conclusions relating to the effectiveness of PE as a contributor to WSAs both for females and across mixed gender PE classes. Upon identification of the class of 28 consenting participants, a 'complete collection' method (Gerhardt, 1986 cited Flick, 2009) was employed: all consenting children were treated as PO and CI participants. Due to time and practical constraints in the research field, it was not possible for all participants to take part in a CI, though eighteen did. All children were observed and involved through PO.

3.3.3 The lessons

Whilst Hammersley and Atkinson (2007, p.35) suggest that data collection should consider sampling across "time, people and context", I was somewhat restricted in my ability to vary the time of my data collection sessions. However, I was able to sample different contexts: different types of lessons, and lessons led by two different teachers.

3.4 Materials

An overview of range of materials were employed in the current study is here provided.

3.4.1 Planning materials

To meet ethical standards (BPS, 2014), and in accordance with my personal values, information sheets and consent forms were created. These were differentiated according to audience. I prioritised detailing the purpose and process of the study, my approach to confidentiality, and the right of the participant to withdraw their data or refrain from participating. Following guided amendments, the documents were approved by the School for Policy Studies Research Ethics Committee (Appendices 5 and 6). The following table (Table 3) details the documents created:

Information sheet	Appendix	Consent form	Appendix
Head teacher	22	Opt in consent	7
School staff Member	23	Opt in consent	8
Caregiver	24	Opt out consent	9
Child	25	Opt out consent	10

Table 3: Details of the information and consent documents created

3.4.2 Procedural materials

Initial project stages

A flyer, giving a brief overview of the study, was used to attract initial interest (Appendix 11). A session plan was created and used as a basis for the initial introductory session with the participants (Appendix 12). A short presentation was created to introduce the research to the participants (Appendix 13), though on the day it was found that time/space were limited and so I talked my participants through the research without using the presentation (they did have access to their information sheets, which were visually supported).

Data collection stages

An observation proforma (Appendix 14) was created for the recording of fieldnotes. As well as supporting a range of observational considerations, the proforma also attuned to the research questions. The observation proforma additionally featured a copy of the interview guide for the CIs, featuring core questions, and space for incidental questions and responses to be noted. A Dictaphone was used to record CIs. A similar proforma (Appendix 15) was designed to support the creation of word-processed expanded accounts (EAs; Emerson, Fretz and Shaw, 2011). This contained space for interview transcripts to be recorded. Lastly, a proforma (Appendix 16) was created for the recording of reflections at the end of each data collection session.

Debrief stages

A brief session plan (Appendix 17) was created to support the delivery of the debrief session with the participants, where findings were shared and checked with participants.

3.4.3 Analytical materials

Several supportive proformas were created to provide structure to the analytical process, acknowledging the potential of this to have become complicated (O'Reilly, 2005). In addition to the expanded account proforma which featured space for initial ideas, or 'in process memos', these proformas included 'code' (Appendix 18) and 'integrative' memos (Appendix

19) (Emerson et al., 2011). The data analysis method, and how these proformas were used, is described later in this chapter.

Lastly, and importantly, the current study accepts the view that the data themselves are "materials to think with" (Hammersley and Atkinson, 2007, p. 158).

3.5 Procedure

The following section describes the procedure, or "how the study was carried out" (Howitt and Cramer, 2008, p. 418). Consideration is given to how researcher reflexivity was addressed.

3.5.1 Gaining ethical approval

I submitted my ethical proposal to the School for Policy Studies Research Ethics Committee (University of Bristol) in Spring 2018. Formal feedback was received, and adjustments were accordingly made. Ethical approval was subsequently granted in June 2018 (Appendix 6).

3.5.2 Recruiting the research setting

Establishing initial interest

A draft information flyer was created and was shared, discussed, and amended following discussions with the Principal Educational Psychologist (PEP) for the educational psychology service. This ensured that the flyer provided information of relevance and importance to schools. Head Teachers and Special Educational Needs Co-Ordinators (SENCOs) were identified as key "gatekeepers" or "people who can grant permission…for access to people, places and events" (Denscombe, 2014, p. 85) for the current study. Therefore, the finalised flyer was circulated to Head Teachers and SENCOs of all primary schools across the local authority area. A deadline for expressions of interest was stated. Flyers were distributed by email, by the EPS Admin Team, who also collated responses.

Selecting a school

Three schools expressed their interest in participating in the project. I met with each school and provided further information as required. All three of the schools remained interested in participating, and therefore the first of the purposive sampling criteria was employed to identify the school that would take part. Given my practitioner psychologist role in two of the schools, I selected the third setting where dual relationships would not be a factor. A reserve school was identified on a pragmatic basis in accordance with the second purposive sampling criterion.

Full details of the selected school, Moorbank Academy[5], and of the children and adults that participated in this research, are provided in Chapter Four.

[5] Pseudonyms are used for the school and all participants to protect anonymity.

3.5.3 Initial planning stages

Head teacher and school staff information sheets and consent forms were emailed to the selected school. At a subsequent planning visit, informed consent was obtained from the head teacher and staff. Logistical matters were discussed in detail and a plan was created for the distribution of information sheets and consent forms to parents at the beginning of the new academic year (September 2018), when pupils had transitioned into their new year five classes. A two-week opting-out window was established and communicated to caregivers.

When consent for participants was confirmed, I sought information from the PE staff (who spoke with class teachers) regarding:

1. Any participants with additional needs that might affect how they accessed the project (e.g. learning needs).
2. Factors that might affect a participant's overall sense of psychological wellbeing (e.g. a bereavement).

I then met with participants, through an introductory visit, explaining the research and confirming their consent on an opt-out basis. On this date, I stayed for the remainder of the PE lesson, taking this opportunity to trial my observation and reflection proformas and to gain a more practical understanding of how the data collection sessions might work. The following week, the data collection sessions commenced.

Parents of three children opted for them not to participate. These children were still able to take part in their normal PE lessons. However, no notes were made relating to them during the PO stage, and they were not included in the CIs.

3.5.4 Data collection

Format of data collection sessions

I carried out ten data collection sessions, visiting the school on consecutive Tuesdays (except half term) between September and December 2018. I was present at on site from 1.10pm-2.20pm: from just before the start of PE for the duration of the taught PE lesson, and for the transition period whereby the participants moved to their next lesson (still in their kit). PO and CIs, as described above, were employed. Pre-defined protocols guided my behaviour at the school. These protocols are outlined in the following table (Table 4):

Protocol	Matters covered	Purpose of protocol
Confidentiality (Appendix 20)	Limits to confidentiality Responses to disclosures of (potential or actual) harm Approaches to maintaining confidentiality	To support the meeting of ethical, legal and moral duties.
Participant changing arrangements (Appendix 21)	Justification for my presence in changing areas Conduct in changing areas	To support the meeting of ethical, legal and moral duties.
Carrying out POs (Appendix 4)	Conduct in PO situations, and when CIs would be conducted General behaviour and conduct during data collection	To support 'impression management' (Hammersley and Atkinson, 2007, p.66), and to guide effective and practical behaviour in the data collection stages.

Table 4: Details of content and purpose of the protocols followed during the research

In carrying out CIs, I acknowledged Bernard's view (2006) that unstructured interviews shouldn't be confined by a robust format. However, given the time constraints of the current study, a brief interview guide (Kvale, 2007) was prepared to ensure access to information most pertinent to my research questions. This guide featured a series of core questions, which I intended to ask as many of the participants as possible in a non-linear and flexible manner. Discussions were then supplemented, on a flexible basis, with incidental 'how', 'who', 'what' and 'where' questions asked as and when opportunity arose, or when I identified it useful to explore an incident in further detail. The core interview questions were as follows:

- What is your favourite thing about PE?
- And your worst?
- Why do schools teach PE?
- What do you learn in PE? What are the most important things?
- If you had a magic wand, and could change one thing about PE, what would it be?

Recording data

PO activities were recorded via handwritten fieldnotes, on the observation proforma, in line with the 'Carrying out participant observations' protocol. Key words and phrases were noted as prompts for later expansion. Hammersley and Atkinson (2007, p. 99) note that "not all oral

accounts are produced by informants responding to an ethnographer's questions". These oral accounts were noted word for word as far as possible, thus applying the "verbatim principle" (Spradley, 1980, p.67), when felt to be pertinent to the research question. Sample handwritten notes can be found alongside the observation proforma (Appendix 14). On carrying out CIs, I firstly affirmed consent from the participant to create an audio recording, using an encrypted Dictaphone. Verbal consent was sought from participants prior to every recording. The interview schedule detailing the core interview questions additionally had a space for jotting responses (if audio recording consent was not provided).

Post data collection session

I completed reflective logs (see sample in Appendix 16) prior to leaving the school, to ensure my immediate thoughts and impressions were captured. Within two-three hours of the data collection session, I created my EA (sample in Appendix 15) to add more detail to my fieldnotes or "jottings" (Emerson et al., 2011, p. 29). Audio recorded information was transcribed and included within the relevant expanded account. These word-processed accounts of the sessions then became the data for analysis.

Data management

Data was initially stored chronologically, which is advocated as providing a useful basis for later analysis (O'Reilly, 2005). I created anonymised registers to ensure a systematic approach to speaking with as many of the participants as possible through a CI.

3.5.5 Leaving the setting

Given that leaving an ethnographic site can sometimes be complex (Hammersley and Atkinson, 2007), I created an ending plan based on the literature on ethnography. In line with the recommendations of Hudson (2004), I made the length of their project explicit to the participants from the beginning, giving frequent reminders. I ensured that I used a 'count down' with participants with whom I had established particular rapport, so that the end of my time at the school didn't come as a surprise. A debrief session also provided opportunity to bring closure to the project and to my relationship with the participants.

The debrief session

In this session, I worked with participants in groups of six-seven. I briefly recapped on the project using the original information sheet and introductory presentation as a basis. A verbal overview of the findings was provided. Participants were invited to give their views regarding the accuracy of my interpretations, through a process of member checking (Harding, 2013). Participants were supported to share their overall impressions of the project and were informed about what would be happening next with the study. To close, participants were invited to share an aspect of PE they thought was a strength for them. All participants were

able to identify a personal strength, though I was prepared to volunteer an observation of my own if needed.

The data analysis and reporting procedures are described later in this chapter.

3.6 Ethical considerations

"Ethics concerns the morality of human conduct" (Edwards and Mauthner 2002, p.15). Ethical approaches should be inherent in all research (Denscombe, 2014). The following section describes key ethical issues that arose, and how these were addressed.

3.6.1 Ethical principles and codes

Ethical codes help to embed theory into practice (Israel, 2015) guiding the "actions that should be taken, and the kind that must be avoided when undertaking research" (Denscombe, 2014, p.309). The current research sought alignment with the BPS codes of ethics (Table 5). The BPS provides guidance both for operating in an ethical manner as a practitioner (2018), and for carrying out research with humans (2014):

BPS Ethical Principles (BPS, 2018)	**BPS Human Research Ethics Principles (2014)**
1. Respect 2. Competence 3. Responsibility 4. Integrity	1. Respect for autonomy and dignity of individuals and communities 2. Scientific integrity 3. Social responsibility 4. Maximising benefit and minimising harm

Table 5: Core principles of the ethical codes underpinning the current research

3.6.2 Research with children

Due to the "vulnerable" status (Denscombe, 2014, p.307) of children, additional ethical consideration was given in the following areas:

- How to ensure authentic informed consent that reflects the child's understanding and capacity to provide this (e.g. Ritchie and Lewis, 2003).
- How children might be afforded confidentiality to the same extent as adults (e.g. Harding, 2013).
- How harm might be prevented, both currently (through their participation) and in the future (through the impact of their childhood selves potentially be 'revealed' and this causing, for example, embarrassment). (e.g. Phelan and Kinsella, 2013).

These issues are considered below.

3.6.3 Ethical issues in ethnographic studies

Ethnographic settings can be situated on a continuum between the 'private' and the 'public' domains. Schools fall towards the 'public' end of the scale in that they can be accessed freely provided one has either a place on the school roll or has been accepted as a visitor. The public positioning of the school site has implications for the subsequent ethical issues and decisions.

3.6.4 Informed consent

Researchers have the responsibility to ensure that participants have adequate information to understand what they are agreeing to, and the potential risks of participation in a research study (Harding, 2013). However, in public settings and in ethnographic or observational research, some argue that it is not always practical or necessary to gain full consent (e.g. Hammersley and Atkinson, 2007). Given that the current research involved a vulnerable group, I deemed it important to seek consent, but on a differential basis (Silverman, 2013).

Head teachers and school staff

In approaching head teachers and school staff, I adopted the principle of openness (Silverman, 2013). Therefore, in addition to the information sheets (Appendix 22 and 23) and consent forms, I shared copies of my proformas. Given the extent of the commitment of the school, an opt-in approach to informed consent of other parties was deemed most appropriate.

Caregivers and children

For caregivers and children, information provided related primarily to the potential impact of the study on individuals, rather than the practicalities of the research (Appendices 24 and 25). An opt-out approach was approved by the Ethics Committee. It was felt that this was appropriate, given the public orientation of the research setting, and the depth of involvement required from the individual participants (i.e. aside from the CIs, they would be observed undertaking their normal school activities). Additionally, Oliver (2010) argues that, in ethnography, the act of physically signing a consent form creates anxiety, which can impact upon behaviour, which could have affected the PO sessions. A cut-off date was given for opting-out, and for withdrawing from the study. As earlier described, informed consent was sought on a sessional basis for the audio recording of CIs.

Information for the children was presented in a child friendly manner, to support understanding (Ritchie and Lewis, 2003). This entailed the use of simplified language, and of pictures (Appendix 25).Whilst Phelan and Kinsella (2013 cited in Bushell, 2018) warn of the potential

for this to oversimplify the technical aspects of the research, and therefore invalidate the consent, I believe that understanding research in its complexity can be overly challenging for some children (Burton, Smith and Woods, 2010, cited in Bushell, 2018).

3.6.5 Privacy

When obtaining informed consent, I outlined my position regarding confidentiality. Confidentiality is concerned with the privacy of the participant and how information gained through the study will be shared, and who with (Harding, 2013). Within naturalistic or public settings, it is difficult to ensure confidentiality regarding the events that take place (Silverman, 2013). Furthermore, Oliver (2010, p.86) proposes that, in naturally occurring situations, and in the public domain, there are questions regarding "the extent to which people are entitled to privacy". In the current research, for example, I accepted that it would not be possible for prevention of participants discussing their lessons outside of the session.

Anonymity is described by Oliver (2010, p.82) as a "key method(s)" to promoting confidentiality. Pseudonyms were used to promote anonymity. However, it was additionally important that I alerted my participants to the potential for them to be identifiable in the future, given that only one school, a small number of staff, and one class were participating. All involved were also informed of my intention to write a dissertation, and potentially seek publication of my findings. Confidentiality was additionally pursued through the secure storage of all data, and through careful planning regarding future access to research data. A protocol was created to advise regarding the limits to confidentiality, and of the instances where information may need to be passed on (e.g. in the event of a safeguarding concern).

3.6.6 Harm

Because of its naturalistic approach, ethnographic research typically poses little risk of harm to participants (Hammersley and Atkinson, 2007). However, as suggested by Phelan and Kinsella (2013), younger research participants might say or do things during their childhood that they are later embarrassed by. Therefore, in interpreting and presenting their findings, I aimed to be respectful of the participants. Furthermore, whilst I was not intending the study to be in any way evaluative of teaching practices within the setting, there was a possibility that some comments or interactions might reveal views of participants in this regard. Again, mindful reporting was employed.

3.6.7 Protecting myself

Hammersley and Atkinson (2007, p.89) note that "marginality is not an easy position to maintain". Indeed, over a prolonged period of time, it is difficult to feel comfortable in a position on the edge of a social group, when one's natural instinct, and (in my opinion) particularly in the role of the EP, is to foster a sense of connection and belonging. Additionally, there was a

potential for a sense of incongruence at needing to maintain relationships but to do so at a distance. To manage these feelings, I used my weekly reflective log to capture my thoughts, and regularly debriefed with my Research Supervisor.

3.7 Data analysis and reporting findings

To recap, data collection sessions led to the creation of handwritten observational field notes and notes from conversations with participants that had not been recorded. At the end of each lesson, expanded accounts (EAs) were created. In these accounts, my initial notes were typed up and elaborated on, thus transforming them into fuller lesson accounts, additionally featuring transcripts of audio-recorded conversational interviews. Therefore, the research questions were considered based upon two data sources: the EAs and weekly reflective logs.

Ethnographers call upon a variety of methods when reflecting on their findings and creating their final written account (Mills and Morton, 2013). There is no consensus regarding the most effective approach (Delamont, 2006). In considering how to analyse the data from the current study, and how to the report the findings, I appraised other ethnographic accounts to gain a perspective of how my findings could most authentically be communicated in respect of my two research questions. Whilst the field of educational psychology research lacks examples of ethnographic research, I was able to call upon past educational psychology doctoral dissertations, as well as research from other disciplines including seminal ethnographies.

3.7.1 Research question one

To answer research question one, a thick description (Geertz, 1973) is provided. This approach, whereby a rich and detailed account of the researcher's experiences (including reflections) is presented, is adopted in seminal works (e.g. Bourgois, 2003) as well as in more recent and smaller scale ethnographies. For example, research regarding PE (e.g. Thorjusson and Sisjord, 2017) presents a thick description, with Thorjusson and Sisjord (2017) offering expansion in their narratives regarding three of their 26 participants.

In the thick description that follows in Chapter Four, I have presented an interpretative overview of the experiences of my participants, focussing on specific interactions and events viewed as significant, as well as my more general sense of how the class was functioning each session. This was felt to facilitate authentic presentation of the multitude of experiences and feelings of the participants, giving them all a voice, and aligning with the aims and philosophical stance of this dissertation. Transformations in my relationships with the children, and their relationships with one another, were also captured.

The thick description further features more specific and continuous consideration of the experiences of four members of the group over the ten weeks, who were identified at the beginning of the data collection as children for whom PE seemed to have a significant impact.

My own reflections on my experiences and role as an ethnographer are also provided as part of the thick description. The narrative is further developed and supported through the inclusion of emotion stanzas (Saldaña, 2016) derived through the focussed coding data analysis stage (see below).

The thick description was created based upon re-reading(s) of the EAs and reflective logs created for each PE lesson.

3.7.2 Research question two

Other ethnographers, including other educational psychology doctoral students (Reynolds, 2017; France, 2016) and researchers from other disciplines (Gerdin and Pringle, 2017) have adopted a more thematic approach when arriving at and presenting their findings. Reflecting upon this, and noting the "voluminous" (Spencer, Ritchie and O'Connor, 2003, p.202) nature of the data yielded via the current study, research question two is answered thematically, following a process of rigorous data analysis. Harding (2013) proposes that data analysis is a tool in aiding understanding of data to allow meaningful presentation, though inherent within much qualitative research is the subjective nature of data analysis.

Spencer et al. (2003, p.209) note that the researcher should select an analytical approach which firstly ensures they can "do full justice to the evidence collected" whilst remaining pragmatic. Using these criteria, thematic analysis (Braun and Clarke, 2006), content analysis (Denscombe, 2014) and IPA (Smith, 2011) were considered for the current research. An alternative "grounded, and open-ended approach" (Emerson et al., 2011, p.197) was instead selected because it allowed for a descriptive *and* interpretative analysis of the data and considered the perceptions of individuals as well as groups, and verbal and non-verbal information. It was therefore felt to meet the criteria of Spencer et al. (2003) whilst remaining practical and possible within the scope of the study.

Emerson et al. (2011, p.173) argue that the "researcher is not rigidly confined" to follow a set procedure in their analysis. However, I largely adopted the approach, suggested by Emerson et al. (2011), which they have used widely in respect of ethnographic data. Whilst the flexibility of this approach is viewed as a strength, it should also be noted that this flexibility accentuates the subjectivity of the overall findings and interpretations. The approach of Emerson et al. (2011) nods to grounded theory, though is a distinct approach in its own right. However, it recognises the value in considering the developing meaning of the data at all stages of data collection and analysis.

Adopting the approach of Emerson et al. (2011), data analysis was therefore ongoing, to an extent, throughout the data collection period. At the end of each PE lesson EAs were supplemented by brief "in process memos" (Emerson et al., 2011, p.123) which captured initial thoughts regarding emerging themes and codes, and possible links to the literature. However,

more rigorous data analysis took place at the conclusion of my time at the school. The data analysis steps undertaken at this stage are outlined below.

Stage one: Getting to know the data

Having previously been immersed in the process of writing fieldnotes, the analytical stage of the current study saw my transition from a 'worm's eye' to a 'bird's eye' perspective of the data, as I read through my EAs as a whole data set. Emerson et al. (2011) note that re-reading fieldnotes enables the researcher to gain greater insight into the data, including how their interpretations and relationships might have changed over the data collection period, and whether there are any early emerging themes.

Stage two: Open coding of the data set

Saldaña (2016, p.4) describes a code as "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language". I re-read the data set and attributed unfocused codes on a line-by-line basis to the EAs, attempting to capture a wide range of "avenues of inquiry" (Emerson et al. 2011, p.175), expanding and elaborating the data set as far as possible.

I additionally wrote memos for some of the codes identified in the EAs. Via these memos, ideas were explored in more detail, in order to reach greater understanding about possible meanings of the data and gain further insight into the interactions occurring and the meanings afforded by the participants. Please see Appendix 18 for a code memo example, and Appendix 26 for an unfocused coding example.

Stage three: Identification of core and sub themes

To arrive at a set of core and sub-themes, I drew upon aspects of thematic analysis (e.g. Braun and Clarke, 2013). This included reviewing the codes and recording these on post-it notes, allowing for grouping according to similarities and differences and for commonalties and themes to therefore begin to be identified. Following several iterations, three stable core themes, and subsequent sub-themes emerged.

Stage four: Focused coding of core themes

I then sought to focus my coding further, in respect of the core themes. Whilst this can be done more generally (Emerson et al., 2011), I identified that an affective coding method, which "investigate[s] the subject qualities of human experience" (Saldaña, 2016, p.124) would align with the current study. Emotion coding (Saldaña, 2016) was selected. I revisited the data set and coded the data with respect to the emotions expressed in the range of behaviours and interactions observed and experienced (see sample in Appendix 26). This occurred for the EAs and reflective logs. On the completion of the focussed coding stage, I looked once again

across the data set, seeking to identify links. This included, for example, different ways that participants represented their views or experiences of the same situation/stimuli. Integrative memos (Emerson et al., 2011) were written detailing relationships identified (see sample in Appendix 19).

Stage five: Making sense of focused coding

Saldaña (2016, p.127) suggests that one way of making sense of emotion codes is to organise them to create a "storyline" or "emotional journey" that reflects perceptions of individuals or groups in response to their experiences. I applied this approach as appropriate, creating emotion stanzas which reflected emotions identified. These stanzas were then used to supplement the thick description provided in response to research question one. A variety are provided in Chapter Four, and in Appendix 27. Furthermore, the emotion coding and stanzas aided my consideration of the core and sub-themes and served to deepen my understanding and interpretations.

Presentation of findings

In relation to the second research question, details of core themes are provided, supported by illustrative vignettes (Miles and Huberman, 1994). These vignettes are derived from incidents that stood out in re-reading the data set, and where clusters of codes relating to the theme appeared within the data. The themes are then discussed in terms of the current research base.

In the next chapter, my results are presented, with an in-depth discussion of these findings and their implications.

Chapter Four: Findings and discussion

Having described the methodology of the current study and the adopted approach for presenting my findings, I will now set the scene.

4.1 Setting the scene

4.1.1 The school

Overview

Moorbank Academy[6] is a mixed mainstream primary school in the South East of England. Currently rated 'Good' by Ofsted, the official body which inspects and regulates schools in the UK (GOV.UK, 2019), the most recent (June 2018) feedback report describes Moorbank as being a school which children, parents and staff are proud of, and where staff morale is high. Demographically, the latest published figures (2017-2018 academic year) show that Moorbank, which caters for children aged 4-11 years, had 807 pupils on roll (47.3% female). 1% (national average 3.1%) of pupils had either an Education Health and Care Plan, or a Statement of Special Educational Needs, meaning that they had a statutory plan to protect the provision of their SEND support. For 20.7% (national average 21.3%) of pupils, English was not their first language. 24.8% of pupils had been eligible for Free School Meals at some point in the last six years (national average 24.3%), which means that their families met/meet eligibility criteria in relation to income and allowances received (e.g. Income Support).

PE provision

Moorbank Academy is a school that has high aspirations for the PE. The school website features a research report, undertaken by a local university, which describes how the PE framework at Moorbank Academy was readdressed in 2015. In reframing PE, two Specialist PE Teachers were employed using the School Sports Premium. Their role is to:

- Deliver high quality PE lessons.
- Improve the engagement of the whole school in PE.
- Develop the range of opportunities available.
- Increase the participation of pupils in competitive sports.

Pupils at Moorbank Academy have two PE lessons per week, each lasting an hour. The Specialist PE teachers deliver one of these lessons to each pupil, providing detailed and supportive lesson plans for generalist teachers to use for a second PE lesson each week. At

[6] To promote anonymity, pseudonyms are used throughout this dissertation to refer to the school, adults and children who took part in this study.

the time of the study, the PE teachers also sought to encourage growth mindsets (e.g. Dweck, 2017) in PE and to increase participation in physical activity and school sport more widely within the school. Having undertaken an Active School Review (facilitated by the Youth Sport Trust), Moorbank Academy have reviewed their overall school activity levels. This has led to an action plan through which they hope to further increase the engagement of school in physical activities.

PE at Moorbank Academy varied, in the activities that took place, and in the equipment that was used across the school year and across year groups.

School approach to emotional wellbeing

In discussion with PE staff (see below), it is understood that Moorbank Academy do not currently adhere to a specific EWB or MH policy. EWB needs were instead considered through other policies as needed (e.g. behaviour and anti-bullying). PE staff were not aware of Moorbank Academy adopting a WSA to EWB, though could identify several targeted interventions on offer in the school to support children with a higher level of need.

4.1.2 PE staff

Three members of school staff delivered the lessons I attended. Mr Hall was a Specialist PE teacher, and delivered eight of the ten PE lessons I attended for 5P. Having previously taught in another primary school setting where his role had included being the Head of PE, Mr Hall expressed that he enjoyed his Specialist PE Teacher role at Moorbank Academy where he was able to focus on sports and developing PE provision and experiences for all pupils. Mr Hall seemed passionate and enthusiastic about PE and sport.

Mr Jones, another Specialist PE Teacher, initially registered the school's interest in participating in the study and was my main point of contact for gaining access and negotiating data collection. From my interactions with Mr Jones I understood that he was passionate about sport and about promoting exercise, in a variety of forms, for school children. Mr Jones supported with the delivery of the final lesson I attended.

Ms Hussain was a Cover Teacher, employed by the school to cover any (not restricted to PE) lessons where the normal class teacher was absent, from a pre-written lesson plan. She therefore didn't have the level of specific experience that Mr Jones and Mr Hall had in teaching PE. I further formed the impression that her interest/enthusiasm for the subject was lower than that of the PE specialists. Ms Hussain covered two PE lessons I attended.

4.1.3 The format of PE for the study participants

The basic format of the lessons I attended was the same each week:

- The children got changed into their PE kit in a school classroom.
- Pupils were briefed on the lesson by the teacher.
- Warm-up activities took place.
- Progressively difficult skills-based activities were undertaken.
- Certificates and vouchers for a local activity centre were presented, to pupils who were recognised as having tried hard, as part of the lesson debrief.

The first four lessons concentrated on football and took place on the school field. Relay obstacle courses provided a cardiovascular warm-up. Through activities and games, basic skills such as dribbling and passing were taught, later leading into football matches. A variety of equipment was used, for example: cones, slalom poles, low hurdles, balls and goals. Coloured bibs denoted teams, which had been pre-planned by the teacher. Participants worked in these teams for most activities.

Five weeks of gymnastic lessons then took place in the school hall. The school dance (led either by Mr Hall or a video) provided a cardiovascular warm-up, with strengthening exercises following. The main activities were undertaken, with pupils either individually or in pairs practicing a range of progressively difficult movement and balance skills. Pupils used mats, beams, benches, climbing frames and ropes, boxes and springboards. The sessions were often supported with technology, such as videos or very brief collections of slides.

The tenth and final session was outside. The girls joined the boys for the warm-up before activities were split. A football tournament took place whereby the boys worked in small teams of 5-6 pupils, rotating around the field to play other teams. This competition was set to continue the following week at the next PE session.

Pupils stayed in their PE kit, moving to their final lesson of the day elsewhere on site.

4.1.4 The children

28 year five boys, referred to in this study as class 5P, participated in the study. An average of 26 boys attended each PE lesson (maximum 28, minimum 20). Five of the participants were identified as having special educational needs or disabilities (SEND). Theo, Isaac, Oscar and Jamie were described as having speech, language and communication needs, whereas the nature of Joe's needs was not specified. Planning conversations with class teachers also identified two pupils who, due to their home situations, were perceived by school staff as currently experiencing a lower than average sense of emotional wellbeing (Jamie and Ricky). The children who took part in this study were all aged 9-10 years.

Due to the size of the class and the structure of the PE lessons, I found that I formed closer relationships with some children rather than others. I reflect, later in this chapter, on why specific children seemed to engage with me more, but for now, I introduce the four 'key characters' with whom I established the greatest rapport, and who feature significantly within the account that follows.

From the first session, **Oscar** caught my attention. I was instantly fascinated by his free spirit and mischievous streak, enjoying many early interactions with him. Oscar seemed to enjoy play-based PE but found it difficult if others weren't keen to follow his rules of play.

Harry initially seemed closed and angry, but I was quickly impressed with the level of thought he gave to questions I asked. His ability to reflect on situations, his self-awareness and his understanding of why others may act in a certain way left a lasting impression on me.

I soon realised that interactions with adults were important to **Jamie.** Whilst he sometimes found it hard to know the best way to gain adult support, the delight he took in a kind word from a teacher was reflected in his facial expressions. Jamie could also be kind and supportive to his peers.

And **Ricky**. Outspoken and energetic from session one, Ricky took me on a rollercoaster ride as we explored his feelings about PE which rapidly changed depending on his perceptions of the situations he found himself in.

4.2 Research Question One

How do boys experience and feel about physical education (PE) lessons in a mainstream primary school?

The following thick description (Geertz, 1973) provides an overview of my ten weeks at Moorbank Academy. Reflections are firstly noted in relation to the whole class before exploring the lesson in relation to the key characters identified above. My own thoughts and feelings regarding my observations and role as an ethnographer conclude each weekly account. A range of emotion stanzas (Saldaña, 2016) are presented in the text, and within Appendix 27. These reflect feelings in specific lessons, but also how feelings have changed and developed over the course of the ten weeks. Font size is used to differentiate perceived strength of each feeling. The larger the font, the stronger the feeling or greater the number of CYP who were perceived to experience this feeling. It is noted that, as well as the emotional labels, the strength/frequency of the feelings presented are my own perceptions and are thus subjectively orientated.

4.2.1 Week one: Beginnings

Overview

I arrived at Moorbank Academy for my first data collection session in late September. Although I had met 5P the week before in an initial introduction session, I felt that they seemed unsure of my presence. During registration at the beginning of the lesson, participants glanced in my direction, their gaze lingering briefly before they became distracted by something else in the room.

In the changing area the pupils were eager to chat, and there was a lot of laughter in the room. I interpreted this as their excitement about undertaking their PE lesson, whilst recognising that I may have simply been too overwhelmed by the amount of observational opportunities occurring simultaneously, to recognise if there were pupils who were not as excited. At one point, one child began to whistle loudly. In a small space, and against the other background noises, I wondered how this might have been experienced by participants who perhaps found group situations such as this overwhelming. Mr Hall reminded the group to reduce the sound volume. There was much movement within the room, but also with participants going in and out of the room to search for missing items of kit, or to fill up their water bottles.

When all participants had changed to their PE kit, we moved outside onto the field for football. Remnants of the record-breaking Summer hung in the air, and although the temperature was cooler than it had been of late, it was a sunny day with a warm breeze. I noticed that I could hear the birds singing in the trees and the distant sounds of local traffic. There was a hint of the smell of wood fire smoke. 5P seemed comfortable and familiar with the school field.

Once outside, I observed as the rest of the group began their warm-up activities. They worked in groups, taking it in turns to complete a short obstacle course featuring weaving in and out of slalom poles, over mini hurdles, and moving footballs around. There was a sense of buoyance and excitement in the air, with several participants encouraging one another “come on!”, “well done!” (week one EA, p.3). Many of the pupils seemed to thrive on the competitive element between the teams. One pupil, Lenny, seemed to receive more encouragement than the others. Lenny was new to Moorbank; it was only his second day at the school. I perceived that 5P were very aware of Lenny as a new member to their group, seeming eager to offer support and help him to feel accepted. I wondered whether this demonstrated a level of awareness and insight into how Lenny might have been feeling, though on reflection I queried whether this may have reflected my hope for the empathic skills of 5P, rather than their depth of understanding.

As the skills practise elements of the lesson began, I noticed that some children, such as William, David and Spencer, appeared to give maximum effort. I recognised a look of

concentration and determination on their faces. I noticed that they seemed to work harmoniously with one another, they were attuned in their interactions communicating minimally, but with shared understanding. These participants seemed to have the developed the social skills needed to work together in a manner that fostered a sense of belonging and trust. In contrast to the enthusiasm of William, David and Spencer, Alfie seemed less motivated by PE. Seeming slow and laboured in his actions, Alfie often moved at walking pace. He seemed to participate just enough to meet minimal lesson requirements but did not seem motivated to expend any additional energy. At this stage in my study, my impression of Alfie was that his participation in PE was reluctant, and that he seemed not to enjoy, or to be motivated by his lessons. It was evident that PE was experienced differently by members of 5P.

Key characters

I noticed **Harry** early on in this first lesson. A dark-haired pupil of average height and build, Harry appeared troubled. He was slow to walk out to the field and wore a facial expression of anger or frustration, his head hung low. Harry had his arms tightly folded. When I spoke to Harry however, he raised his head, relaxed his facial expressions slightly, and began to chat about PE. Although Harry recognised the value of PE, he felt that, for him, PE was difficult. He expressed his perception that "something bad happens" (week one EA, p.8) when he does PE. Harry continued:

> …like sometimes people think I'm a cheater, sometimes I, um, people get hurt, um not just physically but emotionally. (week one EA, p.9)

Harry spoke about how he often found himself in arguments in PE and how he sometimes found it hard to rectify these disagreements on his own. His aspiration for PE was that "everyone could be a bit more nicer to each other" (week one EA, p.9). Reflecting on my conversation with Harry, I felt that his body language and non-verbal communication at the start of the lesson could have been due to apprehension about the upcoming lesson: his impression that for him, things were about to go wrong. However, I wondered whether Harry's withdrawal may isolate him from his peers and cause him further difficulties. At this early stage it was important that I kept an open mind.

Ricky and **Jamie** were very eager to participate in Mr Hall's demonstrations. They were the first to volunteer, seeming disappointed if another child was chosen. However, when it came to practising skills in smaller groups, Jamie and Ricky seemed more distracted, their interactions (or difficulties in interactions) with their peers seeming to be a more significant drive for their engagement. For Jamie, this sometimes led to him opting out of some of the activities, sitting on the side of the pitch and needing Mr Hall's encouragement to re-join

activities. I was interested in how Jamie seemed to simultaneously seek, and avoid, connections with others.

Oscar seemed to have his own agenda when it came to participating in activities, interpreting exercises in his own way. For example, in one activity Oscar altered the scoring system, and reduced the complexity of what he needed to do, both of which enabled him to score points more quickly and easily. He ran, at great speed, around the activity area, shouting out his ever-increasing point score as he moved.

My reflections

I experienced a range of feelings and emotions in relation to the first data collection session (Figure 10). At the beginning of the lesson, I felt awkward whilst waiting for the pupils to register, and whilst observing in the changing rooms. Whilst I was making notes and engaging in interactions as they occurred, I felt role-less compared to other adults, perhaps somewhat of an imposter. I didn't yet have the relationships with staff or pupils within Moorbank to facilitate the flowing and easy interactions that may have created a sense of acceptance. My feelings of being an outsider were accentuated when Ricky asked me for another copy of the study information sheet: I was reminded that the children felt unsure of my presence and of the need to build rapport. These opportunities to build rapport seemed to ebb and flow, according to the situation and activities that were occurring within PE. For example, it was easier to talk with participants as the group moved from the changing room to the outdoor area.

As I began to carry out my observations, I reflected upon the need to keep myself present in my role as a researcher. My training as an EP may have raised questions/hypotheses regarding the behaviour of certain children yet it would have been unethical to pursue this thinking as I did not have consent to do so, and it was not my purpose.

At the end of the lesson, Mr Hall announced who his certificate for the lesson would be awarded to (which recognised effort throughout the lesson). He explained that next time he would bring a certificate for me to present too. I wondered about how this might affect might position within the group, becoming aware that participants may then seek to impress or obtain my positive regard in order to achieve a certificate. However, I also saw this as an opportunity to build rapport and to support with the recognition of participant strengths.

Leaving Moorbank Academy at the end of this first session, whilst relieved at having begun my data collection, I felt overwhelmed by the task ahead. As well as trying to learn almost thirty names, I realised that observing and capturing information about all interactions and events was very difficult. I became conscious that I might be biased towards recording observations that resonated with my literature review or personal views and values. I

recognised the need to maintain awareness of this, and to remain open minded. It was vital that I gave 5P a voice, rather than imparting my own.

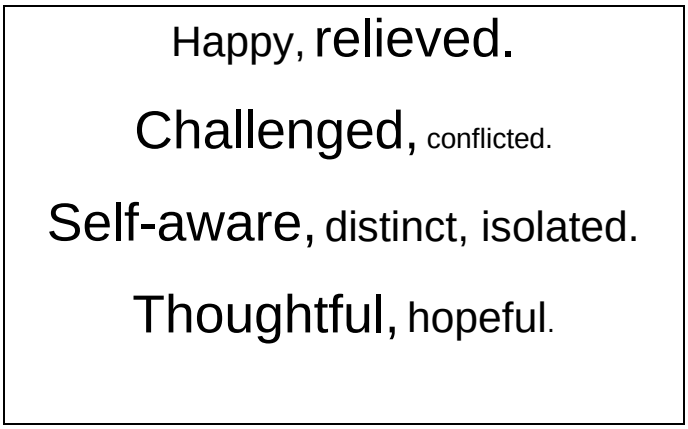

Figure 10: Researcher emotion stanza: Week one

4.2.2 Week two: Becoming more familiar

Overview

On this overcast day, I noticed the leaves beginning to change on the trees, and reflected that PE brought opportunity for children to spend outside and to experience the changing seasons. Week two brought a further football skills-based session, with activities similar to the previous week, and with renewed opportunities to develop agility and ball skills.

Many of the class seemed to really enjoy the activities in this lesson. I generally noticed lots of smiles, wide eyes, laughter and positive engagement in activities led by Mr Hall. There was a strong sense of determination in many of the participants: the concentrated expressions on their faces led me to believe that they were trying hard at the skills practice sets and were engaged in what they were doing.

Despite the overarching sense that the lesson was fun and enjoyable, my attention was also drawn to several disagreements this week. These started at the very beginning of the lesson, as 5P changed into their PE kits. Initially low-level bickering and teasing, these comments seemed to be easily laughed off. However, over the course of the lesson, further challenges arose. At one point, there appeared to be an argument between two pupils (names not recorded), whereby a brief verbal exchange caused a dispute that lasted for much of the rest of the lesson. Rather than this disagreement being verbally aired, the children called on their body language and facial expressions to communicate their feelings of anger and upset towards one another. For example, over exaggerating their efforts to sit with their backs towards one another, closing their body language (folded arms, chin close to chest), or wearing an angry facial expression. Mr Hall sought to intervene, though it seemed difficult for the children involved to fully move on from their disagreement.

Key characters

Jamie was keen to show me his football card collection and explain to me about the cards he was hoping to collect next. Mr Hall joined our conversation, with Jamie smiling almost shyly, looking to Mr Hall affectionately as he spoke playfully about the performance of the players at a football match the previous weekend. I felt that there was a strong sense of warmth and acceptance in this interaction, with a connection between Mr Hall and Jamie. This moment stood out for me as an indicator of the importance of relationships and of the skills of staff in promoting these.

At the start of the lesson, **Ricky** sought me out to enquire as to whether I had my Dictaphone and could record him today. He was eager to share his views about PE. Ricky initially expressed that he loved PE: "basically it's like the running, the movement, and (pause) well the football too" (week two EA, p.9). Ricky spoke positively about his teachers. However, Ricky also reflected on how his views of PE fluctuated:

> …a couple of weeks ago I did not like PE but over two or three weeks I've been liking PE…it's the movement and the exercise…it's good…oh the worst bit about PE...is...well…some of the kids are like…get too excited sometimes, they like push me or…they make fun of me when I'm doing exercise sometimes. (week two EA, p.9)

I reflected on my observations of Ricky in class so far. I had noticed that, whilst he often enthusiastically took part in activities, he more often seemed to antagonise his peers rather than be a victim within this. I was interested in his perception of being unfairly treated by his classmates, and of his perceived lack of agency in contributing to how interactions with his peers were shaped. I wondered how the emotional developmental stage of individuals could affect their experiences in school: both within PE and beyond.

Whilst many of the children seemed to really enjoy the lesson, **Oscar** seemed less engaged. After a seemingly shaky start to the lesson, in which he perceived that other children were laughing at him in the changing room, Oscar had become a little tearful. I was regretful that I had not observed the specific incidents that led to this feeling, wondering how I might develop my approach as an ethnographer to capture future such situations. However, I also reflected on the fact that my ability was restricted: I could only see so many occurrences at a time.

Oscar's upset seemed to carry over into the lesson where he initially sat to the side of the field. As I observed Oscar over the course of the lesson, I noticed that his sense of personal space sometimes seemed discordant with the preferences of his peers. Oscar seemed to find mischief and enjoyment in jumping on the backs of his peers. His classmates, on the other hand, didn't always appreciate or tolerate this behaviour. This could sometimes lead to difficult interactions, which Oscar generally perceived as others victimising him or blaming him for the

argument. I wondered whether Oscar had the level of understanding needed to consider how his behaviours might trigger certain reactions or responses from his peers.

And lastly **Harry**. Harry seemed generally more settled today and wore a more relaxed facial expression for much of the lesson. In fact, at several points he appeared to attempt to intervene and resolve the disagreements of his peers. I noted that he displayed a “calm and supportive” manner (week two EA, p.5) as he tried to reason with his classmates. However, Harry’s attempts varied in their success and could sometimes result in him being drawn into the arguments.

My reflections

At the beginning of my second session, I felt more familiar with Moorbank Academy, and a few of the participants seemed more comfortable with my presence and appeared eager to interact. As my familiarity with the lesson structure grew, I found it easier to anticipate times to speak with the participants. I got to know other members of the group.

By the end of week two, my feelings regarding data collection had developed. Through the establishment of relationships with children and adults, I had begun to feel more accepted. I found it more straightforward to gain the views of the children. I considered how my role could easily become confused, reflecting on a request that I supervised a small group activity this week. I had politely declined, mindful of maintaining relationships with staff whilst protecting my role as a researcher and not stepping into that of a teacher role. I also reflected on how I still needed to learn a lot about the setting in order to know the rules, customs and expectations of this academy.

4.2.3 Week three: Adjusting to change

Overview

Although the lesson plan was created by Mr Hall, the third lesson was taught by Ms Hussain, the Moorbank Academy Cover Teacher. The basic structure of the lesson was the same as in previous weeks and, before leaving for an offsite football tournament, Mr Hall briefed 5P on his expectations for their behaviour that afternoon.

Despite it being another bright, sunny and warm day, the lesson had a different tone to previous weeks and a range of feelings became apparent (Figure 11). Some of 5P complained about the heat whilst running about, seeming uncomfortable and intolerant. As she was Cover Teacher for the whole of Moorbank, Ms Hussain was not familiar with all the children. I wondered whether this unfamiliarity could have led to the lesson feeling more difficult at times. For example, because she hadn’t had prior experience of the pupils and their individual needs and behavioural patterns, Ms Hussain was less equipped to anticipate difficulties that might arise.

I also got the sense that there was a level of apprehension within 5P as they sought to recalibrate to a new teaching style and to the uncertainty of being taught by an unfamiliar adult with slightly different expectations and boundaries. I noticed that, in the initial teaching input part of the lesson, the participants frequently interrupted, often seeking to share information about what the normal lesson structure or expectations were in class: “Mr Hall lets us…” (week three EA, p.3). Furthermore, several of the students (Ricky in particular) had lots of questions about the lesson, seeming seemed to need to know detailed information about the plans for the lesson early on.

Whilst recognising this difference, I also wondered about the relative impact of any feelings regarding being left behind. Several class members of 5P were not present during this lesson as they were at the football tournament with Mr Hall. How did the remaining members of 5P feel about this? Did they aspire to be in the football team? Were they close to being selected? I wondered whether feelings resulting from not being in the football team may have contributed to any difficult emotions experienced by the remaining members of 5P today.

As 5P worked through their standard series of games-based football skills practise sessions, I was particularly interested to observe how they worked together in groups today. The difficulties I had previously been aware of seemed to be amplified today. Having the freedom to self-select groups initiated 5P’s difficulties, though Ms Hussain stepped in when it was evident that adult support to configure groups was needed.

Once groups were established, the participants initially seemed to find it difficult to negotiate how they would work together. However, they quickly recovered from these difficulties (particularly when additional teacher support was again provided). Once settled, many of the children appeared to enjoy the activities in the lesson. I recorded:

> It seemed that some of the activities were seen as ‘fun’. I noticed pupils putting lots of effort in, showing determination and smiling and laughing… (week three EA, p.6)

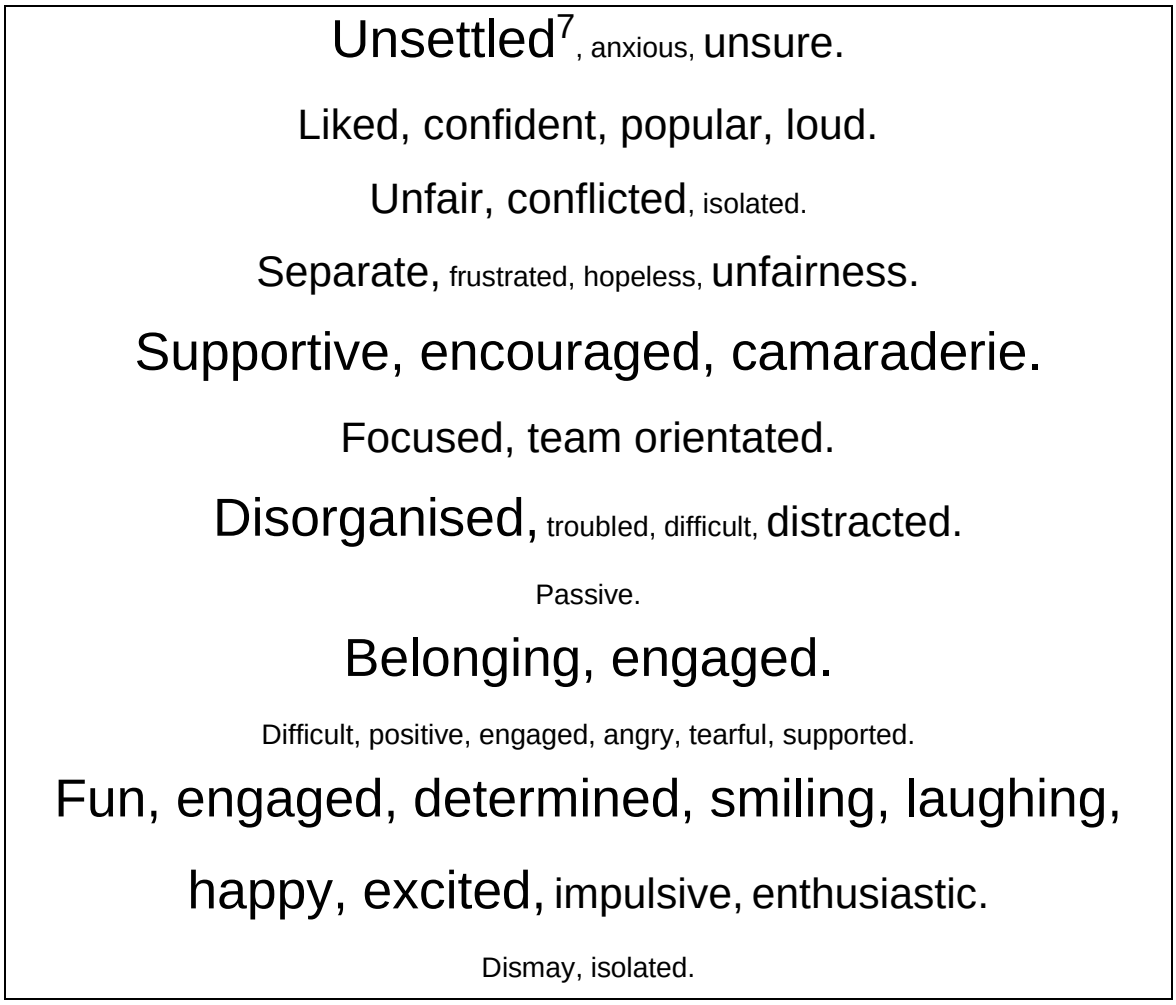

Figure 11: Whole class emotion stanza: Week three

Key characters

Ricky was quick to realise that it was important for his group to have a leader to help them work together effectively. He was keen to position himself within this role. Ricky seemed eager to impress and lead his group, regaling them with stories about breaktime, and with his opinions about the activities that had been introduced. Having the positive esteem of his peers and being entrusted and respected as a leader, seemed to be important to Ricky. He appeared to rise to the challenge of leading his group.

Whilst Ricky's enthusiasm and confidence quickly saw him accepted as a team leader, other children, such as **Jamie**, were less successful in their attempts to lead. Jamie became quickly embroiled in a disagreement and, instead of being able to assert his perspective in an appropriate manner, quickly withdrew from the group entirely. He then spent a period sat at the edge of the lesson, watching his teammates with a sad, embarrassed look upon his face. I

[7] Font sizes reflect my subjective perceptions of the frequency with which these emotions were experienced by 5P.

wondered about Jamie's perception of himself: in the context of PE, and more generally. I felt that perhaps his overall self-confidence may be lower than average. Therefore, whilst his interest in PE and sport seemed to motivate him to try each week, I felt that his self-concept was such that it was difficult for him to maintain his confidence in more challenging social situations.

Harry was initially highly supportive of his peers today, recognising when they had done well, or when they had put lots of effort into their performance. He seemed mature and thoughtful in his congratulations, often offering a handshake to accompany his verbal '"well done!"' (week three, EA, p.4). However, Harry's early positivity dwindled over the course of the lesson. Over the second half of the session I noticed that he seemed angry, and had excluded himself from the group, sitting away from his peers, with his bib over his head. At times, he seemed tearful, at other times more engaged. Harry seemed appreciative of the opportunity to speak to Ms Hussain at the end of the lesson about his feelings.

A game of Human Connect Four brought frustration for **Oscar** today. He perceived that the teams were unfairly balanced in terms of player skills, and that there was therefore no way that his team would win. He expressed his annoyance at his perception that this *always* happened.

My reflections

On reflecting upon the session, I recognised that, although I now felt much more established within the group, I was still an outsider and the participants were still becoming accustomed to my presence. For example, having taken part in a conversational interview the previous week, Jack asked to listen to the recording again. When I explained that I had taken the recording from my Dictaphone in order to securely store it, Jack was keen to have a copy of an interview transcript, which I offered. However, whilst I accepted Jack's request as an indicator that I was perhaps not fully accepted within the group, I also felt that this demonstrated that I had established a relationship with participants whereby I had empowered them to speak about their thoughts and feelings, and where they did not feel constrained by adult-pupil boundaries and power relationships as they may ordinarily within a school.

4.2.4 Week four: Provoking and antagonising

Overview

This lesson was the final planned outdoor football session of the Autumn, with Mr Hall returning as the class teacher after last week's absence. On this overcast and drizzly day, Mr Hall delivered a lesson designed to bring together all the skills 5P had been learning over the term so far.

Whilst several disagreements arose between participants today, I also noticed several occasions where participants were supportive or encouraging to one another. Team working was proposed, for example in Tom inviting Luke: “you can partner with me” (week four, EA, p.3). Luke responded by smiling happily, joining Tom and running harmoniously alongside him to get the equipment needed. In team matches there was a lot of positive encouragement, with participants calling out one another’s names and congratulating each other on their performance.

In this lesson, I was also able to spend more time speaking with individual children.

Jordan explained to me that PE was not a favourite subject of his: he felt that he lacked the skills needed to achieve his aspirations. Jordan felt that having a theoretical understanding about the rules and tactics needed in a game was fundamental to his enjoyment and ability to develop his skills. Without such knowledge, Jordan described: “just kicking it away” (the ball that was passed to him), “almost in panic” (week four EA, p.6). It seemed that Jordan didn’t always feel comfortable in PE lessons. However, Jordan was committed to practising and trying to develop his skills. On reflecting on things he found difficult, he explained he’d like to work on improving his skills. This demonstrated that, whilst he found PE difficult, he had a growth mindset and was able to view his difficulties through a lens of hope. This resonates with the aim of the Moorbank Academy PE Department to instil a growth mindset in pupils (e.g. Dweck, 2017).

Luke described lots of aspects of PE he likes, including “scoring goals and marking” (week four EA, p.7) in football. Luke found it harder to identify aspects of PE that he didn’t like or felt needed changing. I wondered whether Luke’s responses reflected his true feelings, or whether, in time, he may have more to tell me about his PE experiences. I had noticed, through my observations, that PE wasn’t always the easiest lesson for him. Whilst he seemed to try hard, Luke often seemed to find some of the physical activities harder than his peers.

Key characters

Oscar often found himself at the centre of any arising disagreements this week, with his words and actions often provoking or antagonising other children. He frequently seemed affronted by their responses to his behaviour, seeming to feel that his peers, instead, were in the wrong. For example, on one occasion I noticed Oscar hit into a peer with reasonable force when the children were gathering for teaching input. When his classmate turned around and confronted him, Oscar denied all knowledge, seeming upset at their accusation. I also noticed that Oscar’s targeting of his peers was not random: there were certain members of the group he didn’t interact with at all, whereas as other class members seemed to be frequent targets.

Week four was a difficult lesson for **Ricky**, who had forgotten his PE kit. This seemed to bring great upset for Ricky, which I recognised through the fast-paced manner in which he spoke,

and his repeated questions about what he could do instead. Ricky seemed disappointed to be missing PE but found it hard to take ownership for his mistake. When, later in the session, Mr Hall invited Ricky to join him as a coach for the session, Ricky appeared calmer, happier and more settled. He rose to the challenge of coaching his peers in an enthusiastic but responsible manner. It seemed that, in giving a distinct alternative role, Mr Hall had communicated a sense of care and compassion for Ricky's situation.

In his coaching role, Ricky seemed particularly supportive of **Jamie**, who had a positive lesson and who seemed to enjoy taking part in all the activities presented. Jamie seemed more confident and self-assured today. Ricky communicated his support of Jamie through direct verbal praise, and by placing his hand on Jamie's shoulder in an act of comfort.

This was an emotionally challenging lesson for **Harry** who, from the outset, seemed angry and upset today. He had several disagreements with another child, often expressing '"what is it with you?"' (week four, EA, p.5). Harry's difficulties seemed to arise because he was aware of the rules and expectations in the lesson and keen to follow these, yet his peer was breaking or testing these. When Harry attempted to challenge, or correct their behaviour, his classmate was often unwelcoming and unfriendly. Harry's response, when annoyed, was often to temporarily walk away from the situation. I wondered if he had learnt this as a coping mechanism for other times when he experienced difficult feelings.

My reflections

At the end of this session, I reflected on the perspective I might be bringing to my interpretations, particularly in relation to what enjoyment might be like in PE. I wondered whether I was perhaps imparting my own values or views that being good at something was necessary to enjoying it.

I also reflected that having a voice also means that individuals have a choice about what they say, or don't say. As an ethnographer, I need to respect that some may not want to tell me their whole story.

4.2.5 Week five: Reflecting on my approach

Overview

Week five was the first indoor gymnastics session, led once more by Ms Hussain. As in previous weeks, the afternoon began with participants registering and changing. The teacher led the group to the school hall. The hall was light and airy with a high ceiling and a distinct smell of school dinners. In fact, as I later learnt, the hall was used for school children to eat their lunch and was where hot meals had recently been served. Despite the initial smell, the room was well ventilated and was soon much fresher. The location of the school hall within the main school building meant that sounds from elsewhere in the school were sometimes

audible, and that participants were perhaps, at times, more attuned to events happening in the local area in the school.

The lesson began with a cardiovascular warm-up. From instant the video of the school dance began to stream on the smart board, and the music began to pump out of the sound system, the participants seemed excited and happy. I learnt that, each year, the school has a choreographed dance, put together by Mr Hall and Mr Jones, which the whole school is taught. This dance is used at various points throughout the school year and features often in PE lessons as a warm-up. On this occasion, the children followed the actions, shown in a video, of the whole school participating in the dance, led by Mr Hall and Mr Jones. In my fieldnotes I recorded:

> …the boys all seemed to really enjoy doing the school dance…every single pupil gave it their best go to complete the dance. There were lots of smiles…Even for pupils who were finding some of the moves and coordination difficult, it seemed that they were content in doing their own version of the dance… (week five, EA, p.1)

I reflected that this dance enabled children to participate in their own way. In this manner, it was highly inclusive. Participants such as Oscar, who preferred working more autonomously, could adapt the dance as they wished. Similarly, the moves were easy to follow and were within the physical capability of the whole class. By providing a dance that all could participate in, the sense of self-efficacy of all pupils could potentially have been raised as they each recognised their ability to participate. Furthermore, through collectively taking part, participants may have experienced a sense of belonging, reinforced by seeing a video of themselves participating alongside the peers.

Following the school dance, a strength-based warm-up took place. It seemed that most participants engaged well with this, giving the postures depicted on the smartboard their best effort. I recognised this through the quieter atmosphere as participants glanced at the images on the board and at what their peers were doing.

In this first gymnastics lesson, it seemed that the participants generally responded well to the different challenge that this new discipline imposed. Working individually, several of the participants seemed more confident and comfortable. Jordan seemed validated and motivated because he had been practicing his shoulder stands at home and now got to demonstrate these in class. And Alfie, who had seemed disengaged and reluctant in football at times, seemed relaxed, lighter in his mood (recognisable through his facial expressions), and more enthusiastic about the challenges of the lesson. However, those participants for whom football was a clear area of enjoyment and strength seemed to be more on the periphery today. For example, for David, William and Spencer, although they still tried hard in the lesson, I got the

impression their commitment and motivation were lower. They seemed to spend more time laughing and joking together, perhaps more socially than physically motivated by the lesson.

Gymnastics also brought fresh challenges in terms of working together. In small groups, the participants were required to set up equipment (mats, benches, beams, springboards etc). This posed challenges, firstly in organising groupings and then in planning within and between groups regarding who would get which piece of equipment and when. Some groups members seemed to become quite frustrated about this. With support and structuring from Ms Hussain, 5P managed to better organise themselves, though some disagreements continued.

Overall, the lesson seemed more harmonious and relaxed than previous lessons. I wondered if this was because participants had more opportunity to play to their individual skills and strengths.

Key characters

Harry seemed mostly calm and settled today, taking the individual exercises in his own stride. I wondered if the individual rather than team activities were more socially manageable for him. On one occasion, I noticed Harry's voice raise slightly: he was in disagreement with a peer about whether dancing could be characterised as a sport. Whilst his peer took a very basic stance on the matter, Harry was equipped with a depth of facts and understanding that enabled him to more articulately argue his perspective. His frustration seemed to lie in his peer not seeming able to consider the alternative information he was providing.

Today **Jamie** had forgotten his PE kit. He found this distressing, seeming tearful and worried, anxious about the consequences which I understand could have included missing break time. Whilst he was happier when offered a supportive role in the lesson, Jamie seemed to seek a high level of control over what this role would be. He wanted to be in charge of the music on the laptop, yet this role was very limited, and he needed to undertake other activities in order to be occupied for the whole lesson. I wondered whether Jamie was experiencing anxiety, triggering his need for a greater level of control over his subsequent role.

I was less aware of **Ricky** and **Oscar** today. However, I noticed them each becoming involved in a disagreement with a peer at different points in the lesson. For Ricky, this led to him being asked to sit out of the group for a short period to calm down. Oscar managed to continue with the lesson activities more easily.

My reflections

As I approached the halfway point in my data collection, I took some time to reflect on my approach as an ethnographer. At this point in time, I recognised that my earlier goal of conducting informal conversational interviews with all of 5P was unrealistic. Given that there were 28 in the class, and that the lessons followed a highly structured format, it was difficult to

carve out time to speak to all children on this basis without disrupting the environment under study. I further recognised that, in continuing to seek these more structured interactions, I may miss out on opportunities for the more insight-rich incidentally based interactions. I therefore decided to predominantly focus on incidental interactions from this point on, taking opportunities for more structured conversations only if these easily arose.

I also reflected upon how my own knowledge base was influencing my understanding and engagement within the lesson. Because I was familiar with some of the exercises the children were doing, from my own physical activities, I felt more attuned and aware. In my incidental interactions with the participants I was able to respond in a more informed way. I felt that this helped to further build my rapport with the group but was also mindful of avoiding taking on an instructional role, and thus jeopardising my ethnographic position.

4.2.6 Week six: Sounds

Overview

As the weather outside became more Autumnal, 5P undertook their second gymnastics session. I was particularly struck this week by the sounds of the session. One of these sounds was Mr Hall's voice, which he was able to use differently in the school hall setting, due to the acoustics afforded by the high ceiling. At times, Mr Hall used his voice in a firm, direct manner (to impart instructions or ensure safety). However, he used his voice much more softly at times, which seemed to be calming for the group, or more energetically, which seemed to motivate and encourage. Indoors, Mr Hall's voice seemed to become a piece of equipment, employed as needed to achieve differential effects. In this sense, it supported Mr Hall to have more control over the flow and mood of the lesson.

I also recorded in my fieldnotes the contrast between the loud music of the school dance as the participants undertook their cardiovascular warm-up, and the sounds of the strengthening exercises. The group were required to carry out these exercises in silence and I noted "there was a lot of heavy breathing…in the room" (week six EA, p.2). I interpreted this as a sign that the participants were expending a high level of effort when carrying out their exercises. Although there were some differences in the commitment and determination that were visible, I felt that overall, 5P were engaged in the strengthening activities and investing their efforts.

This sense of trying hard and challenging oneself continued throughout the lesson. Jordan expressed to me that he had been practicing his shoulder stands over the course of the week and had been looking forward to doing these in the warm-up. And as I observed Peter, I recognised the concentration and focus displayed on his face, interpreting the tightening of his facial muscles as an indicator that he was trying his very hardest to complete the balance he was attempting. Peter later told me: "I…like challenging myself…I do the hardest challenge

first because I want to see if I can do it." (week six EA, p.10) The sense of autonomy, and the ability to improve his skills, came across strongly in my interactions with Peter.

My attention was also drawn once more to Alfie this week. Alfie, who was the tallest member of the group, and slightly larger in build, was working with his friend Luke, who was much shorter and smaller in size. The pair worked together to attempt a range of paired exercises: where they were required to use one another to help them achieve a set of balances. Alfie laughed and joked about his perception of being physically "disadvantaged" (week six EA, p.5) in this activity, noting the inequality between himself and his partner as a factor that prevented them from balancing one another. I thought back to my first data collection session, where I had noticed that Alfie's height had made it difficult for him to participate in a group huddle at the beginning of a football match. I wondered whether Alfie's jovial tone regarding the restrictions imposed by his height reflected his feelings. Given that Alfie could sometimes seem less motivated and engaged in PE, I wondered if his evaluation of his physical self was a factor within this. However, I remained aware of my own experiences. At primary school I was taller than many of my peers, at times wishing I was shorter. Perhaps I was transferring my own past feelings to my interpretation of Alfie's presentation?

Reflecting on the lesson, I noticed that there was largely a sense of enjoyment and fun in the group. With the lesson framed positively at the start of the session by the school dance, which the participants once again engaged enthusiastically with, the positive tone continued. The energy, within the dance, and the rest of the lesson, was easy to feel in the room. I noticed smiles, laughter and lots of chatting between participants. There was a sense of support and encouragement between children, with Luke exclaiming "you're nearly there!" (week six EA, p.6) when his peer attempted a difficult balance. In fact, over the weeks, Luke often seemed to be involved in the giving and receiving of encouragement and support. I wondered if this was reflective of well-developed pro-social skills.

Key characters

Ricky and **Jamie** had had an argument at lunchtime prior to the lesson. They both arrived looking somewhat dishevelled, Ricky seeming cross and frustrated, and Jamie tearful with mud across one cheek. Despite initially appearing at odds with one another, Ricky and Jamie quickly seemed to reconcile. In the early stages of the lesson, Ricky placed his arm around Jamie's shoulder, stating that it was "okay" and "didn't matter anymore" (week six, EA, p.3). I was interested to see how quickly they seemed to resolve their argument on this occasion, when past disagreements had lasted for longer periods of time.

Jamie tried hard this week, despite his initial reservations regarding some of the activities which he felt might be too challenging for him. I was impressed with his resilience and determination this week, considering the lack of self-confidence I had noticed in previous

lessons. It was great to hear, at the end of the lesson, Jamie's reflection that he had enjoyed the activity more than he had been expecting to. Jamie experienced a broad range of feelings this week (Figure 12).

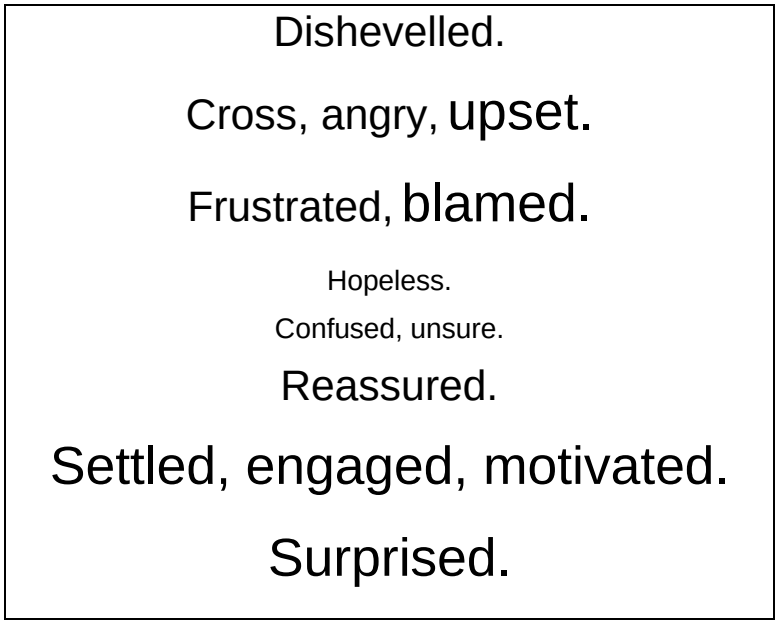

Figure 12: Jamie's emotion stanza: Week six

Oscar spent much of the lesson seeming to deliberately try to annoy his classmates. This began early on in the changing rooms whereby he repeatedly wafted his trainers under his peer's noses when they were least expecting it, exclaiming "smell this!" (week six, EA, p.3). Later on, Oscar kept jumping on his peer's backs, or trying to make them jump. Whilst some of his peers were tolerant to this, it was evident that others found it more difficult not to retaliate.

Harry enjoyed the session today, stating that he liked learning "all the tricks" (week six, EA, p.8). With smiles, he told me about a form of dance he had been learning out of school, which involved using ribbons. Harry had plans to practice his technique so that he could become a better dancer and gymnast. Harry held a serious but happy expression on his face for much of the lesson, it seemed that he was concentrating hard in order to develop his skills.

My reflections

In my post-session reflections, I recorded how my position within the group was evolving. In the gymnastics session, it was easier to engage in incidental conversations with the participants and to learn more about their views. I recorded that they seemed to be "trying hard to impress me" (week six RA, p.1) with their balances, and some members of the group were keen to engage with me. I sensed that this demonstrated that they were more comfortable in my presence and that I had built positive rapport. However, I was also mindful

of not wanting to be aligned as a member of teaching staff. I sought to distinguish myself from other adults within the school through my tone and conversational direction.

I also recognised that other members of the group, such as David, Tom and Spencer, were less motivated to engage with me. They seemed instead to be content and engaged in their own activities, absorbed by their own efforts.

4.2.7 Week seven: Interested and engaged

Overview

"Ways of moving" (week seven EA, p.1) was the focus of today's indoor gymnastics session. The participants were guided through their normal warm-up activities before watching as Mr Hall demonstrated a range of movement skills. Some of the group laughed at the names of the movement styles and watched, seemingly eagerly, for what was required. Their questions and comments reflected their interest and engagement: "how!?!" and "it's easy!" (week seven EA, p.5). This interest was also visible through the impulsivity of some of these participants who kept jumping up and trying some of the moves whilst Mr Hall was still explaining them. I interpreted this behaviour as indicative of their engagement and enthusiasm for the activity. Other members of 5P seemed less enthused, remaining seated and seeming a little disinterested, perhaps looking elsewhere around the room, during demonstrations.

By week seven, my relationships with the participants had significantly developed. Certain participants were eager to discuss and reflect upon their performance. Jordan considered his attempts to replicate the "walrus" (week seven EA, p.1) move, as demonstrated by Mr Hall. He was honest in his appraisal of his performance, stating that, rather than a walrus he "became a salmon" (week seven, EA, p.1). However, Jordan was jovial and positive in his reflections, concluding, "at least it wasn't a haddock" (week seven EA, p.1). Whilst Jordan seemed motivated and optimistic about his ability to improve on his performance (he regularly practised gymnastic exercises from school at home), other children seemed to be more fixed in their perception of their ability. Jordan's underlying self-confidence was crucial to allowing him to keep trying, even when the move was difficult.

Discussions with William revealed that he loved all things sporty: PE was simply one element of a range of school sports he enjoyed participating in. William was an active member of the school football team and had recently represented the school. William attributed his interest in school sports as stemming from his friendships:

> well…in year two I started playing with David and Spencer and they used to really like football, so I started playing it. (week seven EA, p.9)

The social aspect of sports was important to William: sport was a way to spend time with his friends. He enjoyed being part of a group and having fun through sport, as well as being

supported by his friends: "…then they help me and sometimes we do funny dares!" (week seven EA, p.9). In my observations of William and his friendship group over the weeks, I had been struck by their social maturity. Their ability to compete, to support one another, and to resolve sporting disagreements seemed apparent. Whilst their enjoyment of sport was clear, I perceived that friendships were equally important for William and his social group. Other children seemed to find it more difficult to protect friendships in the context of sport. Oscar and Ricky particularly found it difficult to compartmentalise, with lunchtime disagreements often spilling into the lesson. Across 5P there seemed to be a significant variance in social skills.

I concluded my fieldnotes for this lesson recording:

> The names of the moves seemed fun and the pupils seemed to really like these and enjoy having a go at some of the 'ways of moving' in their groups….the pupils and teacher, from the start of lesson, seemed generally happy and more positive…the boys were well focussed… (week seven EA, p.6)

Key characters

Oscar once more seemed to find it difficult to consider his potential to develop and improve his performance, noting that the rules were unfairly biased against him as an individual. Having a sense of autonomy and hopefulness in relation to one's ability to improve seemed important. I also noticed greater efforts from Oscar to work with his classmates more harmoniously in a group in this lesson. He demonstrated a greater awareness of listening to the perspectives of others than he had done in previous weeks.

The class teacher was again an important source of comfort for **Jamie,** following an argument with a peer. He seemed to find it difficult to process his feelings regain emotional equilibrium on his own, but some time to share his worries and upset with Mr Hall appeared to support him with this.

With his birthday looming, **Ricky** was excitable in this lesson. He was eager to tell his classmates about his birthday plans: what he was hoping to do and the presents he was anticipating. Ricky seemed to carry his positive mood into the lesson and was supportive and caring towards his peers. I noticed him offer a hug to a classmate who was upset.

Harry worked hard at the activities today, seeming to get along well with his classmates. He seemed emotionally settled and at ease.

My reflections

This week I reflected on the notions of competition and comparison within PE. Having always understood this to be an inherent part of PE at secondary school, I was interested to observe how the members of 5P seemed to compete with one another, for example in the warm-up

strengthening exercises. They seemed to take a light-hearted approach to this, but I wondered whether, for some children, this competition held greater significance, particularly if they were especially skilled, or not, in their actions. I then reflected on my own experiences, and how acutely myself and my peers seemed to be attuned to one another's skill level. Perhaps, despite the jovial tone of these primary school-based competitions, the competitions hold greater meaning for the members of the class.

4.2.8 Week eight: Coming together

Overview

It was a wet and cold day. Today's gymnastic session was based on paired balances once again.

I was interested in the behaviour of Alfie today. Alfie (as noted elsewhere in this account) was physically taller and larger in size than in classmates. When I walked into the changing rooms at the start of the lesson, Alfie was stood topless in the middle of the classroom, clapping his hands against his stomach, and laughing and smiling with his classmates. They appeared to find his actions funny and were laughing with him. However, I did wonder about Alfie's overall feelings. Whilst he appeared to be happy and jovial about his size, was he really? Perhaps he was situating himself as the class clown to mask underlying insecurities, gaining social capital in this manner, which he was unable to gain in other ways. Or, alternatively, were my own perceptions causing me to question this due to the stereotypes about happiness and body size that can seem to be inherent within modern society? Perhaps my own assumptions were instead causing me to overly analyse Alfie's show of self-confidence.

After changing and once the warm-ups were completed, 5P were tasked with organising themselves into pairs, which they managed with relative ease. The class tended to opt to work with their friends, though there were no real difficulties in instances where they needed to work with children they knew less well. The paired children seemed to be effective in negotiating their roles, and in taking turns accordingly as they practised a range of balances.

Overall, I felt week eight was a very positive lesson for many of 5P. I recorded: "this felt like a really fun lesson" (week eight EA, p.5). There were lots of instances where "pupils were smiling, laughing, giggling, sometimes having giggling fits at trying to do the balances together" (week 8, EA, p.4). Figure 13 captures some of the feelings that were apparent.

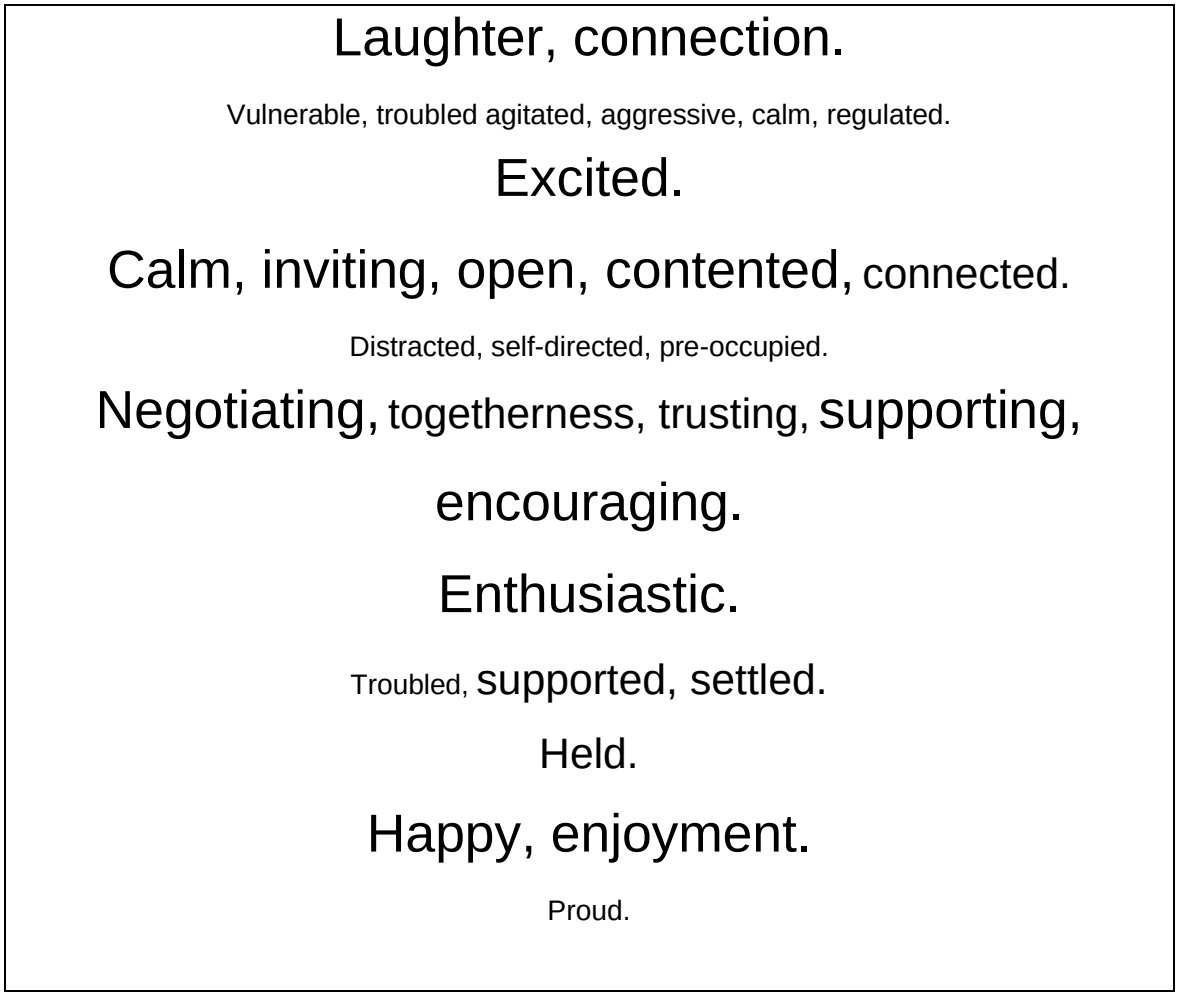

Figure 13: Whole class emotion stanza: Week eight

Key characters

Harry's confidence seemed to have grown as he quickly identified who he would like to partner with and offered: "hey, do you wanna go with me?" (week eight EA, p.3). His friend gladly accepted to which Harry smiled, seeming pleased and relaxed. Later in the session, Harry seemed to find things more difficult. Challenges I had noticed in previous weeks once again became apparent, and Harry found it distressing when members of 5P broke the rules or tested boundaries. However, Harry appeared to take comfort in working alongside his friend and in ensuring that, as a pair, they were following Mr Hall's lead. I perceived that this helped to reduce Harry's worries. Again, it seemed that social connections were important in helping participants to manage in the PE environment.

Ricky had had an argument with a peer at lunchtime again today. He therefore started the lesson in a slightly agitated state but returned to a sense of calm quite quickly. At times, I witnessed Ricky seeming to try to antagonise other members of 5P with his words and comments. It seemed that Ricky's emotions could quickly change from being annoyed and angry to calm and settled, and that he was well aware of the ways in which to annoy others,

bringing them to a more agitated emotional state that they would be less quick to recover from.

Oscar once more showed a preference for independently selecting his activities this week. Whilst he was always carrying out an exercise or activity from the class, he was frequently doing so in the wrong area, with incorrect equipment, when it was someone else's turn, or when Mr Hall was speaking. Adhering to the lesson plan was challenging for Oscar.

Having Mr Hall (or seemingly myself) nearby seemed to provide **Jamie** with reassurance and comfort during a lesson where he seemed he was more emotionally challenged. When not near to an adult, Jamie appeared worried, looking around the room for a friendly face. At these times he seemed to lack confidence in his skills practice.

My reflections

I felt well accepted within 5P this week, regularly participating in discussions with the participants who often approached me for advice or feedback on their balances. I reflected upon the enthusiasm the participants seemed to have for challenging themselves and improving their skills.

I also considered how it continued to be the same members of 5P who sought and encouraged my input. These participants tended to be those who found PE more challenging or perhaps less enjoyable, either due to their physical skills, or from an emotional or social perspective. For example, the participants who were in the school football team, or who were more confident and competent in sports, seemed less interested in my presence. I wondered whether their higher self-efficacy, or well-developed social and emotional skills, contributed to a lower drive to seek connections with adults. By contrast, for those children where their confidence was lower, or where their other skills seemed to still be developing (for example, Harry, Oscar and Jamie), PE seemed less comfortable. Adult connections seemed to hold more importance for these pupils, particularly in terms of providing safety and security (for example through boundaries) as well as comfort and encouragement.

However, on reflecting on these trends I wondered how I, as researcher-participant, had influenced the key characters with whom I established the most prominent relationships. At school, I found PE difficult and identified myself as not a sporty person. Was it the case that I was more attuned and attentive to participants where I was struck by a resonance to my own experiences? Furthermore, considering my values as an EP, whereby I favour humanistic psychological approaches and consider the impact of experiences on how individuals feel and view themselves, I wondered whether I was again subconsciously biased to engaging with certain participants more than others. With these thoughts in mind, I also reflected on my earlier view that, in order to promote child voice with integrity, I needed to also respect the right of participants who didn't have any strong views on PE, or who didn't feel they had a lot

to say on the topic. For them, it may be that the contribution of this lesson to their overall sense of emotional wellbeing was less.

4.2.9 Week nine: Learning Parkour

Overview

It was a "dark and gloomy day with lots of rain" (week nine EA, p.1). Mr Hall opened the final gymnastics lesson proclaiming that it was to be "a bit James Bondy" (week nine EA, p.1). This caught Jordan's attention and he sought to test me on my knowledge of James Bond actors over the years. Needless to say, his knowledge was far more in-depth than mine!

After their standard warm-ups (including the much-anticipated school dance), You Tube videos of young people taking part in Parkour activities were shown on the board. Parkour is the:

> physical discipline of training to move through any terrain using only the abilities of the body…running, jumping, climbing and quadrupedal movement (Parkour UK, 2019).

Mr Hall then explained a series of Parkour moves that 5P would try out, rotating around a series of activity stations. Once more, there was a variance in the level of interest and engagement in the group during the initial teaching input stage.

Lenny caught my attention today. To recap, Lenny was new to Moorbank Academy at the time that my data collection began. Over the weeks, I have observed as Lenny gradually settled into his new school and formed friendships. In today's lesson, I was struck by the close relationship he now seemed to have with Alfie. Despite having noticed Lenny and Alfie's interactions over the weeks, this was the first time Alfie had paired with a child other than Luke (Luke seemed confident and happy working with another child too). I noticed Alfie and Lenny laughing together, making jokes and carrying out their own versions of the activities on offer. Lenny looked more relaxed that he had at the start of the term: his body language was open, he was smiling more, he looked lighter in mood. I wondered if Lenny was now feeling more adjusted and accepted within his new school.

As he settled into the school, I also reflected on how Lenny's behaviour had otherwise changed in the PE lessons over the term. He had originally tried very hard in PE and had twice won certificates for his effort in PE. However, as Lenny had become more connected to his classmates, and begun to develop friendships, his motivation in PE seemed to be more related to his peer interactions rather than his sporting achievements or in seeking adult approval. A smile or laughter of acceptance from a classmate drove his behaviour more than performing a skill well or achieving positive feedback from Mr Hall.

Key characters

Ricky had forgotten his PE kit once again, which he seemed to initially mask by causing disruption on entering the changing room. Announcing to the class that it was “really smelly” (week 9, EA, p.2) Ricky wrenched open the window and door, much to the dismay of his peers and Mr Hall: it was a cold day, with heavy rain that started to come in. Once this disruption had been resolved, Ricky needed to admit that he didn’t have his kit. At this point he became quiet, looking embarrassed and upset. Ricky was initially reluctant to change into replacement kit that was offered by Mr Hall and a peer, but once the lesson had started, he quietly and sensibly changed at the back of the school and joined the lesson without further difficulty. I wondered whether Ricky felt embarrassed or ashamed not to have his kit, therefore seeking to cause a distraction and perhaps cause his own exclusion from the lesson, rather than needing to admit his mistake.

Harry seemed happy and settled today, lost in his own thoughts and working hard to practise the skills demonstrated. At one point I noticed that he seemed to be flapping his hands and arms. I wondered about the possible sensory feedback Harry might be gaining from this movement.

When another child was struggling with the drawstring on their shorts, **Jamie** provided assistance, beaming with pride when his peer thanked him. Jamie glanced up to me, seeming eager to ensure that I had noticed his good deed.

Oscar took part in the lesson today in a settled and calm manner, overcoming any difficulties that arose with his peers with relative ease.

My reflections

Upon leaving Moorbank at the end of this lesson, I completed my reflective log, noting “I feel well accepted into the group now…more of an insider” (week nine RA, p.1). However, I had also recorded an incident whereby two participants had approached me for support to resolve their disagreement. I had felt conflicted during this incident. My instinct, as a psychologist, was to employ my skills and knowledge of restorative approaches to help the participants to repair their difficulties. However, my role as an ethnographer was different, and I was here, instead, to experience what was happening for the participants. I asked questions, seeking to understand more about the disagreement, and how the participants were feeling as a result. Whilst I felt I managed the situation appropriately, I was then left wondering whether my impression of myself as an insider was accurate. Did the participants view me as another adult/authority figure rather than as a group member? Would this impact upon what they shared with me? I reflected upon how the very nature of ethnography in a school setting

leaves the ethnographer in a difficult position where they cannot easily assume a role as a group member (e.g. due to age) without becoming a teacher.

4.2.10 Week ten: The end

Overview

With the temperature having now dropped significantly, 5P returned to the school playing field on this “gloomy and… windy” (week ten EA, p.2) afternoon. In this lesson, participants took part in a football tournament where they brought together all the skills they had learnt over their previous football lessons.

This was to be my final data collection session. In line with my plan for exiting the setting I had, over the weeks, given intermittent reminders to group members regarding how many sessions I had remaining, and when I would be leaving the setting. Nonetheless, some members of 5P seemed to have assumed I would continue to return to the setting on a longer-term basis. I wondered whether I needed to have approached planning for my exit in a different way.

The lesson had a different feel from the very beginning. Mr Hall and Mr Jones came together with their classes for the warmup and so as well as the boys of 5P, 27 girls (Mr Jones’ class) were also present. Whilst there seemed to be little interaction between the groups, the noise and excitement levels seemed to be higher. I noticed more smiles, laughter, and quicker, excited movements from many of 5P which I interpreted as experiences of fun, enjoyment and anticipation. However, a few members of the group, such as Harry, Jamie and Ricky, seemed a little reluctant to get started. I wondered whether they were disappointed at the return to football, having preferred the gymnastics sessions of recent weeks.

With coloured bibs adorned, the group set off to begin their matches. Participants were very supportive to one another today. The field was muddy from recent rain and so several participants slipped over. I recorded: “injured pupils would look sad, vulnerable and perhaps a little tearful” (week ten EA, p.3). However, they were quickly physically and emotionally supported by their peers:

> pupils comforted one another by stopping what they were doing and approaching their classmates, verbally asking them, bending down, or putting their arm around their peer’s shoulders. (week ten EA, p.3)

Peer to peer comfort was typically sufficient. However, I noticed some participants glancing towards Mr Hall and Mr Jones. I wondered if this reflected a feeling that adult comfort and support would ease their recovery. It seemed that, at certain times, connections to adults are needed more than others.

As well as comfort, 5P also provided one another with much encouragement in the matches: “guys, come on!” (week ten EA, p.3). I noticed team members huddling close together, planning and negotiating their tactics or celebrating their successes with fist bumps or handshakes. This encouragement seemed to lift and motivate, and I sensed that connections and acceptance in groups were forged. Nonetheless, some participants found it difficult to refrain from verbalising when they sensed they had been unfairly treated, sometimes seeming insensitive in their exclamations, for example: “Spencer, you’ve got the better team!” (week ten EA, p.3). I wondered how such comments might affect participants who internalised their feelings. I also noticed an occasion where disharmony seemed temporarily irreparable.

With scores from the matches recorded, Mr Hall announced the current positions in the leadership board. Final matches were set to take place in the PE lesson the final week. As Moorbank Academy prepared for the Christmas holidays, the sense of excitement in PE, and within school more generally, was plain to see through pupil smiles, movements and animated body language. As we awarded the certificates for the lesson, I took the opportunity to thank Mr Hall and 5P one last time, and to remind them that I would be back in the New Year, to discuss my findings.

Key characters

Oscar exclaimed “ahhh!” (week ten EA, p.4) and raised his fist to the sky on hearing his team allocation. In previous weeks, Oscar had insisted that he was placed in teams that unfairly disadvantaged him (due to the overall skill level). Today, he seemed content and excited initially, though later experienced difficulties with a classmate.

Although I was unaware of the cause, I noticed that a disagreement between Oscar and Joe escalated into a physical fight during the tournament. They seemed highly emotionally aroused and angry with one another. Mr Hall intervened to break up the fight and Oscar and Joe were separated whilst they calmed down. The situation may have been exacerbated by the high levels of excitement, a difference in opinion, and varying development of social and emotional skills. In my field notes I recorded:

> I got the sense that participants were ‘in the moment’, caught up in the emotions experienced at a time rather than thinking more clearly. (week ten EA, p.2)

However, once some time-out had been taken, Oscar and Joe both regained an apparent state of calm and were able to re-join the tournament.

Jamie seemed embarrassed when he called me over to demonstrate a dance move he had been practising, and it went wrong. It seemed that positive regard from adults was very

important for Jamie. He was eager to build relationships and seemed to thrive on positive attention and a sense of connection.

Ricky didn't have his kit again. He seemed angry and annoyed, claiming that he hated Moorbank Academy and wanted to go to a different school. Ricky therefore missed the last final PE lesson I attended, as arrangements were made for him to participate in an alternative activity in school instead.

During the final lesson, several members of 5P had spoken with me regarding my impending departure. As I walked back towards the school building ready to leave the site, **Harry** fell into step with me. I had formed a positive relationship with Harry early on, leading him to be positioned as a key character on reflecting on my data. As we walked, Harry moved slowly, asking me questions about my research and my course. He expressed that he was looking forward to my return in the Spring with my results. And as he walked away, off to his next lesson, Harry expressed: "I'm glad you came." (week ten EA, p.7).

My reflections

On leaving the setting, I had mixed emotions (Figure 14). I felt a certain level of sadness to be ending my time with the group. Having attended PE for ten weeks, I now felt an established member of the group, and felt well accepted by both the children and staff. I had built relationships and felt that I was really getting to know the children. However, I was aware that this was one of the difficult parts of the role of the ethnographer: being a part of a group that one is not truly a part of, and where one's time must ultimately conclude with a withdrawal from the research site.

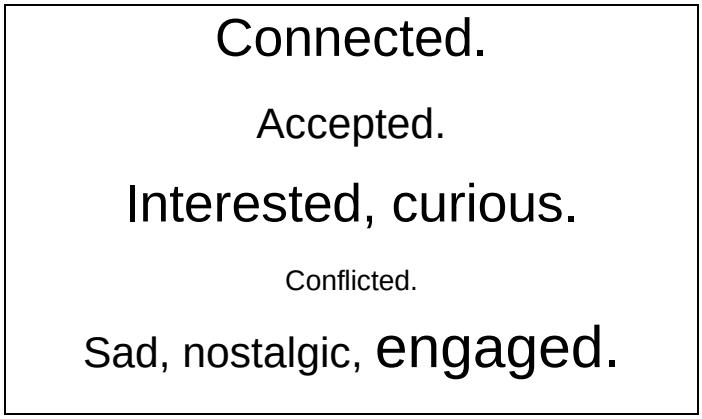

Figure 14: Researcher emotion stanza: Week ten

4.2.11 Changing feelings

In addition to producing emotion stanzas reflecting the feelings of the whole class, the key characters, and myself over the ten weeks, I also considered how feelings changed and developed over the course of the weeks. Whilst further examples are provided in Appendix 27,

Figure 15 reflects the feelings of the whole of 5P over the course of the data collection period, and how these feelings fluctuated week by week.

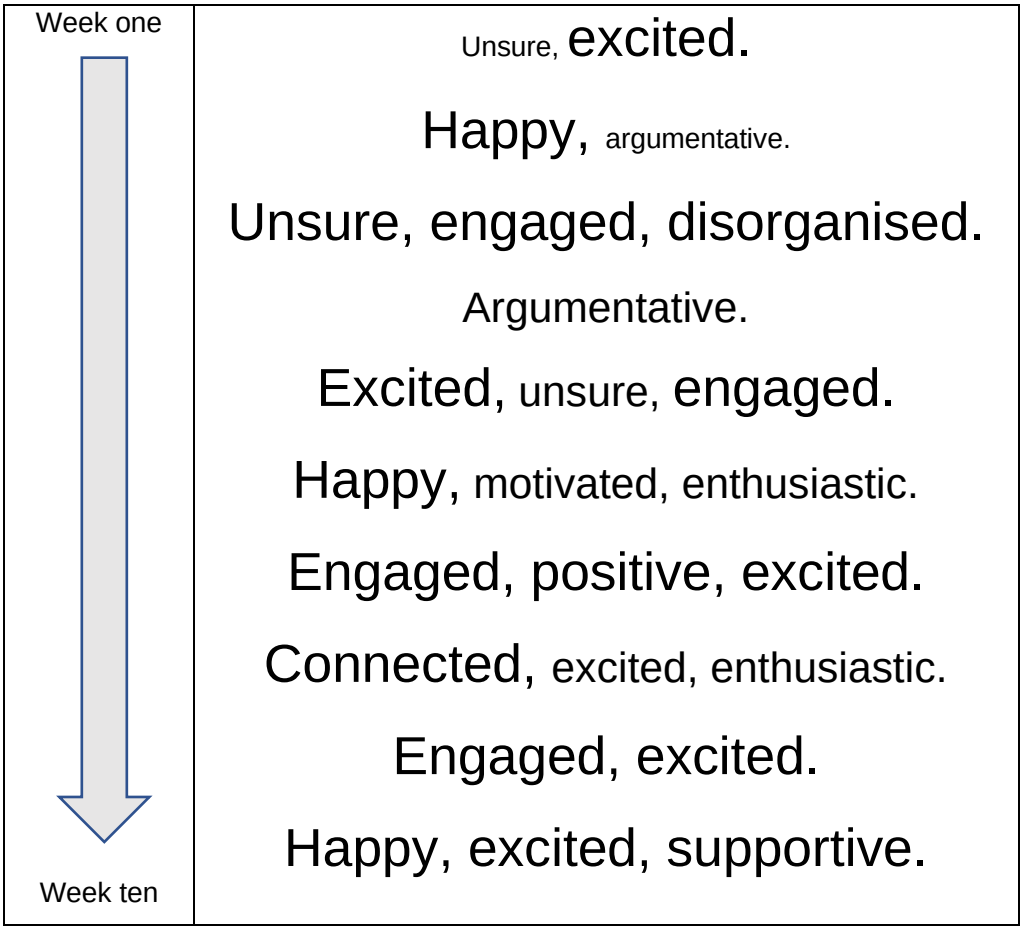

Figure 15: Whole class emotion stanza – progression over ten weeks

4.2.12 Happy, confident and enjoying PE

The literature concerned with the emotions that CYP experience in PE identified that the majority of the feelings that arose were positive and were of PE as an enjoyable and fun part of school life (e.g. Hayes, 2017; Dismore and Bailey, 2011; 2010). These studies identified examples of factors that could contribute toward these feelings, yet did not fully expand upon the range of emotions that might be experienced.

The current study found support for these studies, identifying that PE is a largely positive experience for year five males at Moorbank Academy. However, it also adds much to our understanding. The immersive ethnographic approach allowed for understanding regarding the moment-by-moment emotional experiences, bringing illumination not only to the range of emotions experienced in one lesson, but also to the feelings over the course of the ten-week data collection period. It became evident that a range of alternative, and sometimes negative,

emotions could be experienced in PE, and that the emotional experience was highly variable between individuals.

These feelings at times related to peer interactions, such as being supported by a peer, or providing help to a friend in need (feeling validated). Support and encouragement provided by one child to another seemed to promote positive emotions, and these feelings increased over time in response to ongoing support (feeling able to trust). Acts of actual or perceived antagonization between peers (annoyance, worry), instances where children felt overlooked, or times when children felt embarrassed (e.g. if they had been unable to complete their intended action) seemed to lead to negative feelings, for example. Interactions with teachers were powerful for 5P, and their feelings could fluctuate according to perceived 'fairness' or support, feeling noticed, or feeling understood by adults. Lastly, it seemed evident that individuals could bring their own feelings to their lessons. Perhaps based on their earlier experiences that day, some participants seemed at times 'set up' for a particular set of emotions over the course of the lesson. These findings add greater depth to our understanding of the emotions and feelings of CYP in PE.

4.3 Summary of findings: Research Question One

Most boys in 5P were happy, confident and at ease for much of the time that they were taking part in PE. Whilst there were inevitable highs and lows for all, most of the participants had the skills needed to interact positively with one another, to participate in activities, and to recover from challenging incidents when these arose.

There were occasions when the boys found PE more difficult. Group working situations sometimes presented a higher level of challenge, though most participants could negotiate with reasonable effectiveness to prevent major disagreements occurring. Injury or unexpected problems (e.g. missing kit) could increase participant vulnerability, but most of the boys found it possible to recover relatively easily in response to practical help, support or comfort from peers or adults.

Some of the boys found PE more challenging. They seemed to find it difficult to regulate their emotions and so feelings emerging from relatively minor incidents seemed to overshadow and dominate their thinking, behaviour and body language at times. This sometimes led to these boys self-excluding themselves from the lesson. Negotiating social interactions was also of challenge for some members of 5P who found it hard to read and interpret the social actions of their peers and to know how to respond effectively in different scenarios. This sometimes led to disagreements transpiring.

4.4 Research Question Two

How does PE contribute towards a whole school approach to emotional wellbeing for boys?

To gain further understanding of how PE, at Moorbank Academy, could contribute to a WSA to EWB for males, I identified, through my data analysis of EAs, core and sub-themes in the data. These are summarised in Table 6, below.

Core theme 1: **Relationships with other children**	Core theme 2: **Relationships with adults**	Core theme 3: **Individual differences**
Sub-theme a: **Good things about my classmates**	Sub-theme a: **Connections**	Sub-theme a: **Emotional development**
Sub-theme b: **Difficulties with peers**	Sub-theme b: **Feeling safe and supported**	Sub-theme b: **Self-concept**

Table 6: Core and sub-themes identified through data analysis

In the following section, I will explore each of these themes. Given the significant amount of data generated through the research, and acknowledging the scope of the current report, I have drawn upon examples from my experiences to demonstrate the themes. These examples are non-exhaustive, and information about further examples is available. I will demonstrate connections to the literature relating to whole school approaches to EWB and to EWB in PE.

4.4.1 Core theme 1: Relationships with other children

Throughout my data collection I noticed that, for many children, their interactions with their peers seemed to have a significant influence on their ability to access PE in a happy, contented manner. My observations identified that there were lots of positive examples of peer interactions. However, there were also times when it was significantly more difficult for children to interact with one another. I therefore identified two sub themes: 'Good things about my classmates' and 'Difficulties with my peers'.

4.4.2 Sub-theme 1a: Good things about my classmates

Pro-social behaviours and positive interactions were abundant within my recorded observations and interviews. 5P regularly provided one another with encouragement, acknowledged one another's successes, provided emotional support or practical help and worked to include one another. Many friendships were apparent.

The White Team

To illustrate this sub-theme, I call upon my observations of the White Team. The teams within 5P were designated by Mr Hall. My early impression of the White Team was they had a particularly strong sense of group identity. Whilst all teams wore coloured bibs, I recorded that, in the White Team, several group members wore theirs in a non-standard way: “at a diagonal angle” or “tucked in the top of…shorts” (week two EA, p.6). No other groups did this (in the early sessions). The wearing style, as well as the colour, seemed to contribute to team identity.

During teacher input times, the White Team always chose to sit close to one another, contrasting with other teams, who often sat separately, or back in their normal friendship groups. My observations seemed to indicate that, for some members of 5P, team groupings could support a strong sense of connection or belonging.

I then made further observations regarding how the White Team interacted with one another. In the early stages, the group seemed to listen to one another as they negotiated their tactics. Rather than there being one, stand out, leader, two or three members of the group seemed more confident in expressing their views. Their teammates seemed to have the skills to listen and consider what they’d heard, and challenge in a manner that seemed supportive (from my perspective) if they had an alternative viewpoint to offer. Before starting an activity, I recorded that the team had a “huddle” where they “came together in a circle with their arms connected” (week one EA, p.4). I interpreted this as a positive way to end their planning and reconnect before beginning their activity. The White Team also acknowledged one another’s successes (e.g. “well done!”; week three EA, p.4) and encouraged one another (e.g. “come on! You can do it!”; week three EA, p.4). They interacted in a positive way, including everyone regardless of ability, and seemed able to manage disappointment or frustrations with ease. The White Team felt like a positive group to be a part of.

At other times, interactions between peers seemed more challenging in 5P.

4.4.3 Sub-theme 1b: Difficulties with peers

This second sub-theme refers to times where disharmony occurred. Peer interactions were not always positive or straightforward, and difficult situations did arise. Group working could involve challenges in separating into groups, negotiating roles, and working together for a common purpose. I noticed instances of provocation and teasing between participants, and disagreements. Participants had varying levels of skill in resolving such difficulties.

Oscar

Oscar seemed to experience frequent difficulties with his peers, often seeming to relate to his ability to understand the perspectives of others. For example, Oscar seemed to enjoy planning

and executing practical jokes. These included tricking his peers into smelling his trainers or jumping on their backs, taking them by surprise. I recorded: “Oscar appeared to deliberately knock into another participant” (week one EA, p.5). Oscar was often shocked when his peers didn’t respond by laughing or joining in, or when they seemed annoyed at his actions. Interestingly, when I interviewed Oscar, he expressed that the worst thing about PE was ‘”it doesn’t feel very nice being tripped over”’ (week two EA, p.7), yet he himself was often the perpetrator in such situations. For Oscar, picking up on social cues and the body language of his friends seemed to be an area of difficulty, often leading him to poorly timed jokes.

When facing such challenges, Oscar found it hard to respond appropriately to repair the situation. Rather than recognising his wrongdoing, Oscar often became defensive, seeking to avoid blame at all costs. He would deny his actions, wrongly blame his peers, accuse them of ‘“dobbing”’ him in (week 2 EA, p.4), or would exaggerate a version of events that painted him in a more positive light. Oscar’s drive seemed to be to protect himself from consequence or ill favour. Whilst such actions sometimes detracted from the significance of his role in the original incident, they unsurprisingly did him no favours when it came to maintaining his friendships.

Oscar found situations where there was a need for negotiation of roles difficult. He often had a strong view (e.g. about who he would work with) and found it hard to accept when peers presented different views. Oscar often took it personally if his view was not accepted or if he needed to adjust his approach to meet the needs of the group.

Whilst Oscar could sometimes act in a more pro-social manner, and be more supportive of his peers, he frequently spent time sat out of lessons. Oscar’s default, when he was finding it difficult to socially or emotionally cope, seemed to be to self-exclude himself until he was ready to continue. During these times, Oscar often sought adult support or interaction, seeking to present his view of the perceived injustice. Oscar’s difficulties in PE may be reflective of his speech language and communication needs.

4.4.4 The importance of relating to others

The first of the core themes, ‘relationships with other children’, resonates with Ryff’s (1989) identification of relatedness as a contributor to psychological wellbeing, both in it’s positive and negative aspects. I also reflected upon how PE offers opportunities for social skills to be developed and honed (aligning with Ryff’s sense of personal growth as a psychological wellbeing factor).

Public Health England / The Children and Young People’s Mental Health Coalition (PHE/CYPMHC, 2015, p.9) distinguish between the “physical, social and emotional environment” experienced by children in schools, arguing that consideration of each of these three areas is integral to creation of a positive school environment. Garn and Wallhead (2015)

note that PE is a relationally active environment. Core theme one contributes to our knowledge of how the PE social environment may be considered, to ensure that it contributes to EWB.

Positive relationships with peers are highly important to CYP, both in research concerned with WSAs (e.g. Powell et al., 2018; Simmons et al., 2015) and with perceptions of positive PE experiences (e.g. Everley and Macfayden, 2017). The current dissertation supports these findings, identifying that relationships with peers are one of the key contributors to how male experiences of PE are shaped and that therefore, positive peer relations are likely to contribute to an individual's overall sense of EWB in school.

Forming relationships

In the context of WSAs, peer relationships were valued for offering support and encouragement, and for creating an environment that was fun and enjoyable (e.g. Powell et al., 2018; Simmons et al., 2015; Hall, 2010). Whilst Warin (2017) was able to isolate an example of how peers might support one another (giving encouragement when peers gave presentations), and Lu and Buchanan (2014) suggest that teachers role model behaviours such as smiling at peers or offering help, I noted an omission in the current literature base regarding the precise acts and behaviours that CYP regard as supportive and encouraging, or inhibitive of positive social relationships, particularly within the PE social environment.

The current research provides illumination in this area, capturing distinct occurrences of supportive behaviours such as children helping one another physically (to look for kit), socially (providing opportunities for inclusion) and emotionally (providing support and comfort in times of upset). Therefore, the research findings have supported past studies (e.g. Powell et al., 2018; Simmons et al., 2015 and Hall, 2010), but have also built upon omissions identified in the research base regarding exactly how positive relationships are built and maintained.

The literature also identified that difficulties with peers could have a significant impact upon how children experience school more generally (Powell et al., 2018; Kidger et al., 2009) and how their EWB could be negatively affected through their PE experiences (e.g. Hopple, 2018; Dismore and Bailey, 2011). However, once more, descriptions of how these difficulties are characterised are limited: Hopple (2018) refers to examples of bullying and unpleasant behaviours, and describes disagreements, but does not give insight into the precise acts that lead to negative experiences.

Whilst the current research supports the notion of PE as a potentially challenging relational environment, it also adds to our understanding. In particular, it revealed that instances of working together in groups can be challenging for children. Hastie et al. (2013) considered the importance of children having opportunities for choice and control in their activities, noting the findings of Stefanou et al. (2004) who identified that organisational tasks (including team

working) could provide such an opportunity. However, in the current research it was found that participants didn't always have the prerequisite social skills to manage this choice and control appropriately in a group context. Whilst the social learning opportunity is evident in these group working scenarios, my sense was that some of the males needed a higher level of structuring and adult support to ensure that this was a positive learning experience, rather than an occasion where peer difficulties arose.

The current research further added to our understanding through identification that subtle or insensitive comments, seemingly deliberate attempts to antagonise peers, difficulties in moving on from earlier disagreements, and comparison of skill levels could also cause disharmony within relationships. Ridgers et al. (2007) were concerned with how appraisals of one's skills could affect self-image and feelings, though no research was found which considered how such an appraisal might translate into social interactions. The current findings provide some, albeit limited, insight in this regard.

Social identity through PE

Findings of the current research also confer with the study conducted by Everley and Macfayden (2017), who were concerned with how PE might contribute to an individual's social identity and capital. As per the illustrative example above, I noticed the ways in which the White Team quickly established a group identity, which they reinforced through how they wore their bibs, and through their group actions and shared behaviours. The cohesive nature of the team seemed (from my interpretation) to elevate the social capital of group members who had previously seemed more marginalised within the group. This further appeared to broaden the social relationships within the group, encouraging more supportive relationships between group members.

As well as social identity within groups, I noticed a few occasions whereby group discord was based upon teasing or comments linked to gender identity. These comments seemed to refer to clothing (e.g. needing to borrow kit from a girl if a pupil had forgotten their own), to sports enjoyed, or to skills (e.g. kicking 'like a girl'). It was evident that 5P had constructed their own understanding of masculinity, as part of social identity, in their PE lessons. This is supported by the research relating to gender identity conducted by Tischler and McCaughtry (2011), who found that PE was an aspect of school that led to the development of distinct gender stereotypes amongst children.

PE is a unique social context

My prevailing reflection based on my time at Moorbank Academy was that, within the school context, PE provides a unique social arena for males. This is supported by the perspectives of children who, in a study by Everley and Macfayden (2017), were found to identify PE as a predominantly social situation. In my data collection, from the beginning of each session, until

transition to the next lesson, participants appeared to have numerous opportunities to engage socially, and with a lower level of adult support than normal. For example, I noted examples of changing room discussions and behaviours, instances of group working, of sharing equipment, providing support and of subtle ways in which some children antagonise others.

The literature search identified that schools can access resources from a range of programmes (e.g. the Healthy Mind, Happy Me Curriculum; Sandwell Metropolitan Borough Council, 2019b). Evaluations to date (e.g. Cane and Oland, 2015) have not shown how these curriculums might be adapted to ensure their transferability to different contexts and lessons within school. It is therefore argued that, with skilled adaptation and guidance, PE is an ideal situation for CYP to be supported to engage in activities from emotional literacy curriculums whereby they can practise and develop their skills in context.

4.4.5 Core theme 2: Relationships with adults

Interactions between adults and children often seemed to have a significant impact on how participants were able to proceed with their lessons. Children often sought out or responded positively to 'connections' (sub-theme 2a) with adults, seeming to rely, at times, on adults to help them in 'feeling safe and supported' (sub-theme 2b) within the lesson.

4.4.6 Sub-theme 2a: Connections

Connections seemed to arise when teachers gave time, support and encouragement to members of 5P, or when they provided comfort to children who were finding the lesson emotionally challenging. Creating a sense of belonging or conversing on topics of shared interest added to this sense of connection.

Jamie

For Jamie, adult interactions seemed to be key to enabling him to feel settled and accepted within 5P. This seemed to work on numerous levels. When Jamie was calm and emotionally regulated, he seemed to proactively seek out adult engagement and feedback. For example, Jamie was often one of the first children to volunteer to take part in teacher demonstrations. I noticed that, whilst his sporting skills were perhaps lower than other class members, Jamie's motivation to stand up and participate in front of the class was sustained. I reflected on how he seemed to beam with pride when encouraged and thanked by Mr Hall, interpreting this as an indicator that, for Jamie, the opportunity to receive positive regard from an adult he respected was a key motivator. This was further supported in relation to the weekly PE certificates. On a previous week Jamie had despondently expressed to me "I've never had a PE certificate in my life" (week seven EA, p.4), and I got a sense that this felt like some sort of rejection, or a sign that he wasn't valued in class. In a later lesson, receiving a certificate in

recognition of his efforts seemed to validate and encourage Jamie: a concrete indicator that adults valued him.

Connections with adults were also important in helping Jamie to manage situations where he was finding things more challenging either emotionally or socially. Adult support to overcome dysregulation seemed to be crucial, even if this were just through distraction: “the class teacher moved pupils into an activity which led to the conclusion of this difficulty” (week two EA, p.5). In week eight I noted: “Jamie seemed more settled when staff were nearby, almost reassured by an adult’s presence” (week eight EA, p.4).

For Jamie, adult interactions and connections seemed to form a vital anchor, enabling him to emotionally regulate and access PE, which could otherwise be overwhelming at times. I felt that, for Jamie, adult connections were perhaps more significant than his interactions with his peers.

4.4.7 Sub-theme 2b: Feeling safe and supported

Adults seemed to have a further role in establishing rules and boundaries, and in ensuring that these were adhered to. The successful embodiment of this role seemed to be crucial to enabling some of the class members to feel safe and secure within the lessons.

Ricky

As explored in the thick description above, Ricky positioned himself as a spokesperson or leader of 5P in the weeks that Mr Hall was absent. Ricky seemed unsure about having an unfamiliar teacher and was keen to ensure that the rules and boundaries and structure of the lesson were clearly explained. I noted: “Ricky kept shouting out, putting his hand up…’are we doing…?’” (week three EA, p.3).

When I interviewed Ricky, he frequently (more so than other participants) spoke of his teachers and their role in the class as mediators of behaviour. He oscillated between showing respect and admiration for the PE teachers, and seeming frustrated when they enforced the rules. Ricky felt that he was sometimes unfairly treated:

> [they] don’t, doesn’t, didn’t know what happened and they just make me sit out and not the other person and they didn’t even know what happened (week 2 EA, p.10).

However, Ricky seemed to find it very difficult to know what was expected of him without reminders and clear boundaries, often seeming anxious if there was a change to plans or if something had gone wrong. When he forgot his kit in week four, I noted “Ricky spoke to me in a fast paced, concerned manner, expressing that he was annoyed” (week four EA, p.3). Ricky was dismissive of suggestions for what he might do instead describing them as ‘” a waste of

time"' (week four EA, p.3). Ricky eventually seemed more regulated when Mr Hall provided him with a clearly demarked role within the PE lesson giving feedback on his peers' performances.

My overall reflections were that Ricky seemed quite conflicted. Whilst he sought to push against the boundaries and act according to his own motivations, he desperately needed (and couldn't help but seek) the structure and routine that adults could provide for him in order to feel safe and secure. I note that Ricky was identified, at the beginning of my study, as a child who may be experiencing a slightly lower level of emotional wellbeing more generally at this time, and I wondered whether his need for structure and routine in PE was affected by this.

4.4.8 Connections built upon caring acts

The second of my core themes 'relationships with adults' also aligns with Ryff's (1989) identification of relatedness as an essential element of psychological wellbeing. However, I also learnt that adults have a key role in the creation of an emotionally safe environment, essential to a whole school approach to EWB. The current literature base, in relation to core theme two, is here considered.

The literature to date finds wide support for the importance children place on their positive connections to teachers, and for the contribution that this makes to their sense of EWB, both in the broader school context (e.g. Warin, 2017; Powell et al., 2018; Simmons et al., 2015) and more specifically, in PE (Beni et al., 2017, Lu and Buchanan, 2014; Larson 2006). The findings of the current study confer, identifying that, for males, the relationship between a child and their teacher can have a significant impact on how the child perceives PE and their contingent EWB.

In the most basic sense, the findings supported those of Hall (2010) who found that rewards and stickers for effort and achievement were an important way in which CYP felt supported by school staff. This was evident from the responses of 5P to receipt of the end of lesson certificate. Furthermore, the current study supports the notion that, when rewards/acknowledgement aren't received, this can have a negative impact upon CYP feelings. However, teachers can demonstrate their care and connection to CYP in numerous ways.

Within the context of a PE lesson, Larson (2006) concludes that children need to perceive that they are receiving the attention of an adult in order to feel cared for. This attention might be demonstrated through acts which convey that a teacher has recognised a child's presence/feelings, has helped or supported them, and has communicated trust or respect for the child. Furthermore, Lu and Buchanan (2014) suggest that teachers need to build rapport and connections by taking an interest in CYP, and in showing an interest in their opinions. The current research finds support for the findings of Larson (2006) and Lu and Buchanan (2014).

Throughout my data collection, I noticed many examples of caring acts. Mr Hall recognised participants needs, valuing them as whole people rather than in terms of their sporting skills (e.g. by commenting on out of school aspects of children's lives). He frequently demonstrated skills or participated in activities. Respect and trust were communicated, via specific roles for participants that reflected their unique skills, or needs, in different situations. In summary, indicators of teachers developing connections through caring acts, as proposed by Larson (2006) and Lu and Buchanan (2014) appeared to have been operationalised at Moorbank Academy.

However, the current research also builds upon Larson's (2006) findings. Two data collection sessions took place when Mr Hall was not present, and when class 5P were taught by a cover teacher. I reflected, in my earlier account, on how the behaviour of 5P was different during these sessions. I wondered whether Mr Hall's familiarity with the group enabled his caring acts to be more effective, and to hold more meaning for the group members (supported by Jennings and Greenberg, 2009). Further research, not included within the earlier literature review, can aid understanding.

Over recent years, emerging debates regarding PE delivery models have called upon primary schools to reflect on their approaches. Many schools adopt a generalist teaching model, whereby the standard class teacher delivers PE lessons to their regular class (Jones and Green, 2017). This approach is celebrated for the pedagogical understanding and teaching skills of the teachers, and for the pre-existing relationships teachers have with pupils, which supports lesson delivery (Jones and Green, 2017). However, others note that generalist teachers can lack confidence and subject knowledge, causing their teaching approach to be affected (Rainer, Cropley, Jarvis and Griffiths, 2012).

A sports coach model, whereby the school employs an external specialist to deliver lessons, can be favoured for the passion and enthusiasm of coaches, coupled with their sports knowledge (Jones and Green, 2017). However, coaches rarely hold full teaching qualifications and do not have the benefit of knowing the children they are teaching (Jones and Green, 2017; Smith, 2015).

Moorbank Academy has adopted a third model, the specialist teacher model, whereby children benefit from teaching by qualified teachers, who are passionate and knowledgeable about sport, and who know them and their emotional needs in-depth. This model is viewed as the gold-standard for PE delivery, though can be difficult for schools to financially support (Jones and Green, 2017). Warin (2017) argues that, when a senior leadership team demonstrates an attitude of care and respect for CYP, this can become embedded within the whole school staff team, and thus transferred into CYP experiences. At Moorbank Academy, the commitment of the senior leadership to funding and supporting a comprehensive and specialist PE curriculum enables the staff to deliver teaching that, as well as ensuring a high

standard of PE learning, enables the staff to be emotionally aware and attuned to the children. Therefore, the current study finds support for Warin's study (2017).

Reflecting on my experiences at Moorbank Academy I recognised that, in sessions led by Mr Hall, children truly benefited from his specialist teacher status. His knowledge, experience and enthusiasm enabled him to confidently deliver the lesson, whilst seamlessly attuning to the more subtle aspects of his interactions with pupils. His knowledge of 5P, over several years, enabled him to use caring acts to build and reinforce positive relationships which the children could use as a platform for developing their skills. When 5P were supported by the cover teacher, despite her studious and conscientious following of the session plan, the emotional environment was different. For example, the teacher was not familiar with the class members (she didn't know names, and hadn't met many of the group before), and seemed less knowledgeable and enthusiastic about the subject material. One may expect this, given her non-specialist status and the research regarding the lack of PE based training that teachers receive (Elliot et al., 2013). Therefore, the fluidity and confidence of the lesson delivery didn't create as much opportunity for careful and considered demonstration of caring acts: these were less implicit within the lesson.

My experiences at Moorbank Academy therefore indicated that there is much potential for PE as an emotionally supportive environment, for males, whereby well-attuned teaching staff can foster connections through caring acts, thus contributing to a whole school approach to EWB. However, I argue that this potential can be inhibited in accordance with the PE delivery model adopted by the school, and the skills, knowledge and confidence of teaching staff that are implicit within the selection of this delivery model. Therefore, further consideration of how to develop the skills and confidence of those teaching PE across all delivery models, would be supportive of understanding how PE can support a whole school approach to EWB.

Maintaining an emotionally safe environment

A second aspect of this core theme referred to adults as providers of safety and security. The literature base positions teaching staff as having a key role in promoting safety in the school environment in several ways. In relation to secondary school PE, James and Collier (2011) highlighted the perception of CYP that adults were important in managing the behaviour of pupils in order to promote an effective learning environment. Within a primary school environment, Kidger et al. (2009) noted the pivotal role of the teacher, as identified by the young people participating in their study, in supporting children to navigate and follow the rules in the school environment, and in promoting fairness (conferred by Hayes, 2017; Dismore and Bailey, 2011). The current research supports these findings, in the case of males, for example in the instance of a physical fight occurring during one of the lessons, which was skilfully managed by Mr Hall and Mr Jones.

However, the current research also builds upon these findings, suggesting the important role of the teacher in providing information and structure about the lesson, and the necessity of such input to enable boys to feel secure within the PE environment. I recorded examples of participants directly approaching teaching staff for reassurance and clarity about the lessons and noticed examples of members of 5P attempting to challenge previously accepted boundaries in lessons where Mr Hall was not present. I wondered if this suggested that they recognised this learning context as distinct from their normal lessons and were eager to learn of any changes to parameters and expectations.

Whilst reflecting further on this notion I considered whether, for certain boys, fostering security and safety in the event of changes to routine might be more important. For example, some children are known to require more detailed support and information in relation to rules and routines and may experience additional challenges in comparison to their peers, when changes occur. These include children with needs such as attachment difficulties, a condition such as Autism Spectrum Disorder or a mental health need such as anxiety. This idea is supported by the fact that one of the key participants who was particularly keen to understand any changes to routine was Ricky, who had previously been identified by his class teacher as having a higher level of emotional needs at this current time.

PE as a distinct context for teachers

Consideration of the above findings, and the research base, further builds my perception that PE is a distinct school context. Through my placement experiences as a TEP, I am aware that the ways of teaching and learning in PE are very different to those of other, classroom-based lessons. Furthermore, the subject content is also very different, and bears little resemblance to learning in other areas of school life. Therefore, it requires a different set of skills and knowledge in teachers. Within this context, it may be more challenging for teachers to demonstrate acts of caring. Their knowledge and confidence may be lower, and I argue that this may therefore bring about a shift in their focus to lesson delivery, rather than their interactions with children.

Furthermore, at a time when teachers may be feeling more challenged in their delivery, children may also be experiencing a lower sense of emotional security in relation to routines and lesson structure. This combination of lower teacher confidence and skill and heightened child emotional arousal can, but does not always, lead to PE to become a distinct and more difficult emotional environment.

4.4.9 Core theme 3: Individual differences

Within this theme, I reflect upon the different perspectives and skills of my participants regarding how they view and respond to situations that arise. For some of the boys, PE seemed to pose little challenge to their emotional skills (sub-theme 3a), or threat to their self-

concept (sub-theme 3b). However, for others, I noticed many occasions where the situations they found themselves in appeared to exceed their capacity (or perceived capacity) to cope. Self-confidence could be challenged for some.

4.4.10 Sub-theme 3a: Emotional development

Participants presented with different levels of emotional skills. This related to their ability to self-regulate their emotions in a PE environment whereby physical exertion, excitement and occasional competition could heighten their emotional experience.

Harry

From the very first lesson, Harry struck me as a participant who may frequently experience emotional dysregulation. I noted:

> One of the pupils trailing behind looked very unhappy. He had his arms folded and his head down, his face set in a scowl (week one EA p.3).

Harry's emotional fluctuations became more evident over the lessons. In week six, I tracked Harry's facial expressions and body language at five-minute intervals for thirty minutes. In this time, I noticed frequent changes where he seemed serious, frustrated, angry, despondent and then calm again. For Harry, a significant amount of effort must have been expended as he worked to emotionally regulate during the lesson. He often self-excluded for periods of time, which I interpreted as a strategy to regulate his feelings.

As time passed, it often seemed that Harry's emotional fluctuations were linked to difficulties, or anticipated difficulties with peers. Harry could be rigid in his thinking and I recorded:

> found it hard…when his peers did things that he felt were against the ethos of the what the teacher instructed (week 8 EA, p.4)

He also seemed very sensitive, thinking in depth about the reasons for his peer's behaviour towards him. In week four he described himself as "weirded out" (week four EA, p. 5) as a perceived enemy was kind to him. Harry felt this kindness was perhaps "a kind of sorry" (week four, EA, p.5) for a past disagreement. Whilst emotionally Harry seemed a little immature in the development of his skills, Harry seemed intellectually to have detailed general knowledge and a capacity for deeper thinking. He seemed to find it annoying when his classmates presented simplified views on topics where his knowledge suggested a different perspective. For Harry, it was sometimes difficult to accept that his peers were not ready intellectually to accept his perspective.

Lastly, I also recorded that in week nine, I observed Harry flapping his hands. I wondered whether this behaviour reflected how he may be processing sensory information, or whether it may be a tool to aid his self-regulation of his emotions. To summarise, Harry seemed to be a

child who differed from his peers in his skills, and who sometimes found it difficult to reconcile these differences.

4.4.11 Sub-theme 3b: Self-concept

Across 5P, participants had different concepts of themselves as individuals, and of their specific strengths and weaknesses in relation to PE and life more generally. Levels of self-awareness, and reflective skills also varied. Some group members saw their ability as far more fixed than others, and this seemed to affect how they interacted with the activities presented.

Jordan

During my time at Moorbank Academy, Jordan and I had many conversations about his performance in PE. These were always initiated by Jordan, who was eager to tell me about the practise he had been doing of an exercise or balance since the last lesson. Whilst Jordan was occasionally disappointed if his practised exercise wasn't then called upon in a lesson, he appeared to take much satisfaction in noticing the weekly improvements he was able to make with certain skills. Jordan was very motivated to improve his shoulder stands.

When Jordan noticed an improvement, he always seemed to attribute this to his practise, or to an adjustment he had consciously made to his technique at the time. When things didn't go to plan, Jordan was optimistic in his reflections, identifying what had gone well, and what he could work on, rather than dismissing his ability in relation to a skill. This seemed to ignite his determination to continue to practise. Jordan's attempts at self-improvement weren't limited to developing his physical skills. When I interviewed Jordan, he explained that he often feels he "doesn't really know what to do" (week four EA p.6), proposing that developing his theoretical understanding of the game might help him to improve his confidence and skills. Having this understanding seemed to be important to Jordan in enabling him to act in a more measured and thoughtful manner in football activities in lessons.

Jordan's recognition of his role in making improvements and developing his skills seemed to provide him with a protective buffer when things became more difficult. He seemed to have a growth mindset (e.g. Dweck, 2017), recognising that his ability wasn't fixed. Other participants, such as Oscar, seemed to find it more difficult to evaluate their performance in this way, seeming to view their ability as fixed, and often as constrained by the rules. Oscar seemed to feel that his ability to do well in a competitive game was defined by the relative skill level of his opponents.

4.4.12 A wide range of emotional experiences

Findings in relation to the final core theme reflect Ryff's (1989) identification of self-acceptance, autonomy, and personal growth as aspects of psychological wellbeing.

Whilst Hall (2010) considers more broadly how children feel about their school environment, there is little research that is concerned with how CYP emotionally navigate their school experiences. PE-based research has found that children generally experience PE positively, and that it is cited as a location for fun and enjoyment (Hayes, 2017; Dismore and Bailey, 2010; 2011). The current research found support for these claims, noting that a wide array of positive emotions were noticeable through the behaviours, words, and non-verbal communication of members of 5P.

However, my literature review highlighted that there was limited research which captured the broader range of feelings experienced by CYP in PE. The current research adopts a constructivist interpretivist perspective, accepting the multiplicity of human experiences. The findings of this study reflect this perspective, fulfilling an omission in the literature base, and providing extensive details of the wider range of positive and negative emotions experienced by males in PE. Furthermore, the detailed account of the data collection period earlier in this chapter contextualises these emotions, enabling them to be understood at their emergence. This provides greater insight into how a positive emotional environment (PHE/CYPMHC, 2015) might be created for males, and how it might support a whole school approach to EWB.

Emotional vulnerability

From a theoretical perspective, Siegler, DeLoache and Eisenberg (2011) note that emotions develop in complexity over time. Lewis (1998) suggests that by Key Stage Two (KS2; the school stage of 5P), children have developed self-awareness which means that they experience self-conscious emotions including embarrassment, pride, guilt and shame. Self-regulation of emotions is "the ability to manage one's actions, thoughts and feelings in adaptive and flexible ways across a variety of contexts" (Saarni, 1997, p.39) and is crucial to functioning in a range of situations (Siegler et al., 2011). Regulation skills develop in stages, for example, being able to express one's emotions verbally and non-verbally, suggest causes and understand that one's feelings are different from those of others (e.g. Denham, Ferrier, Howarth, Herndon and Bassett, 2016; Smith, Cowie and Blades, 2015). By KS2, normally developing children would be expected to have developed the ability to self-regulate their emotions.

It was pleasing to find support for previous research that indicates that PE can be a positive and enjoyable aspect of the school curriculum for many males, and that they possess appropriately developed emotional and self-regulation skills for this positive experience to remain reasonably constant. Researchers such as Hopple (2018) considered factors which

could detract from such experiences, capturing several external situations that may cause a negative appraisal of the lesson (e.g. activities provided).

Within the current study, four participants were noted on the School SEND Register as experiencing 'speech and language communication difficulties'. Whilst the literature search did not yield results specifically relating to the PE experiences of CYP with speech and language communication difficulties, it is noted that social communication difficulties are a core aspect of ASD (National Autistic Society, 2019), and may be experienced when an individual experienced communication difficulties more broadly.

On conducting my literature review, I recognised the work of Healy et al. (2013) who explored the experiences of CYP diagnosed with ASD. Whilst Healy et al. (2013) found that individuals with ASD can experience individual internal challenges in relation to differences in their physical or sensory processing differences and regarding a heightened fear of injury, she also found that peer interactions and exclusion were areas of difficulty. These findings are reflected in relation to participants identified as experiencing communication difficulties in the current study. However, Healy et al. (2013) did not report any specific findings regarding differences in emotional regulation of their participants, and my search did not identify any other research concerned with individual differences in emotional development in relation to PE. Given the challenges experienced by some members of 5P in navigating the social environment of PE, further research is needed regarding how to support CYP with social communication difficulties, and emotional processing difficulties, within the PE context. This is a significant area where further insight is needed in order to promote PE as a positive environment for all.

The findings of the current study have much to add to our understanding of PE as an emotionally challenging environment for some males. Through this core theme, and through my account above, several members of 5P were found to face individual emotional challenges. Jennings and Greenberg (2009) advocate for teachers being equipped to recognise individual children's emotions, noting that this may enable them to:

> show greater concern and empathy and be better able to help the student learn to self-regulate rather than resorting to punitive or coercive tactics. (Jennings and Greenberg, 2009, p.493)

The current research would suggest that teachers recognising and responding to the individual emotional needs of children, including their differences in emotional development and self-regulation, is essential to creating an emotionally safe environment that is supportive of EWB.

Attributing success

Moving to consider the second aspect of this final core theme, I reflect on the literature regarding personal growth and skill development that was identified through the systematic search. A key study was that of Chedzoy and Burden (2009), who drew upon Attribution Theory (Weiner, 1986) to consider how children perceived their successes. Weiner (1986) suggests that individuals consider their successes, attributing their achievement to internal or external factors such as the effort they expended, their personal ability, the difficulty of the task, or sheer luck. Individuals vary in their perception of how controllable they perceive their performance to be, and how they perceive their performance could or might change over time. Chedzoy and Burden (2009) found that males identified that fitness and skill practice were highly valued by males in appraising their successes. Chedzoy and Burden (2009) further reflected on growth mindsets (Dweck, 2017), and the perceptions of individuals that they have the agency to develop their skills though practice, noting that this was a key supportive perception as CYP develop their skills.

The findings of the current research align with those of Chedzoy and Burden (2009). Attribution Theory (Weiner, 1986) and growth mindsets (Dweck, 2017) can support our consideration of the behaviours observed in 5P. For example, I learnt from several participants about how they hoped to improve their performance through practice.

However, I argue that attributions of achievement need to be understood within the context of the broader social and emotional skills of the individual concerned. As earlier identified through this theme, and through earlier themes, individual differences in basic social and emotional skills can affect the experience that CYP have in their lessons. For a child who is at an earlier stage of social or emotional development than their peers, one needs to consider how this might influence their attributions. For example, as described earlier, Oscar was observed to find social situations and social communication quite challenging at times. Because it was difficult for him to understand social situations, he may have been more inclined to attribute a success (or failure) to the actions of his peers or a peer related situation, rather than considering a broad range of influential factors in a more balanced manner. Therefore, when considering individual differences in perceptions of performance, one must consider the individual's starting point, and the potential impact this may be having on their view.

An individually experienced environment

I here propose that, in addition to acknowledging the distinctiveness of PE in these respects, in order to use PE to support a whole school approach to EWB, schools must also consider PE as an individually experienced environment for males. Not only are boys seeking to process the social and emotional differences in their PE lessons, but some group members

may also be working tirelessly to regulate their emotions and manage their subsequent behaviour in light of individual emotional differences. Individual differences are also apparent in relation to how individuals appraise their performance which may, in turn, affect how they feel about themselves in the context of PE.

The physical environment

In reflecting upon PE as a socially and emotionally distinct environment, and one which is individually experienced, I lastly call upon the notion of the physical environment (PHE/CYPMHC, 2015) to illuminate my findings. I understand the physical environment to comprise of activities, equipment and locations. In the literature relating to whole school approaches to EWB, Hall (2010) and Simmons et al. (2015) consider some of the key physical characteristics of importance to children within their school environments. Regarding the PE physical environment, the literature search generated minimal findings: those that were identified generally related to secondary school experiences, and to matters such as sports kit (e.g. Lewis, 2014).

Reflecting on the current research findings, I feel that this lack of exploration is a significant omission and that, by considering the physical environment and it's differences to the typical school environment, we can gain greater insight into how CYP experience PE, and how this might contribute to their sense of EWB. Firstly, I here suggest that the physical environment of PE is a significant contributor to the unique social context that arises. Over the weeks I noted that PE involved moving from location to location across the school site, working indoors and outdoors and involving getting changed, sometimes, in non-familiar classrooms. For 5P, the single-sex group orientation was different from the normal mixed environment in which they were taught, requiring further social adjustment. At the most basic level, the PE physical environment provides more extensive opportunities for unsupervised and unsupported social interaction than other school subjects. It therefore places additional social demands on CYP.

Secondly, the challenges imposed by the physical environment can also affect the teacher's ability to construct the emotional environment they might otherwise seek to pursue. I commented earlier on the differential ways in which Mr Hall was able to use his voice in indoor and outdoor locations and wondered whether opportunities for caring actions might be missed through certain PE locations. My accounts of my data collection sessions contain frequent references to the weather and conditions in the PE location and I felt that this often left teachers with an additional dimension to navigate in their delivery. Considered in accordance with my earlier consideration of the knowledge and confidence level of some teachers in delivering PE, I argue that the physical environment of PE adds an additional challenge to overcome.

Lastly, I reflected upon how, through my data collection sessions, I recognised that members of 5P reacted differently to the physical environments in which they found themselves. Some seemed confident and settled in all environments, whereas others seemed more attuned to sounds, smells and the weather. I commented earlier on the behaviour of Harry, which I perceived as possibly indicating some sensory processing differences. I therefore propose that, for some males, their experience of the physical environment of PE can have a significant impact on their overall perception of the lesson, and of how PE contributes to their overall sense of EWB.

4.5 Summary of findings: Research Question Two

In answering the second research question, three core themes, each further split into two sub themes, were identified.

In the first of these, 'relationships with other children', consideration was given as to how, for some males, PE can involve social demands which exceed their current social skills, and where additional support and intervention may therefore be needed. I argue that PE is viewed and experienced as a social arena, where males form their social identities and where their interactions with their peers are crucial to their experience of EWB in this context, and as a contributor to their overall school experience of EWB. The distinct physical environment of PE provides more social freedom than other parts of school life, further exaggerating the notion that this subject is a unique social context.

The second core theme was concerned with 'relationships with adults'. Positive and caring relationships with adults were found to be fundamental to enabling access to a PE environment that is supportive of EWB. This seems to particularly be the case where the emotional and social skills of males are lower, perhaps due to an identified social emotional or mental health need, or due to individual differences in the development of these skills. To promote the role of PE as a contributor to whole school approaches, school staff may benefit from support to develop skills and confidence in delivering PE, so that they may be wholly available and attuned to CYP needs within this environment.

Lastly, the current research has highlighted that PE is an individually experienced part of the school curriculum, in which differences in the skills of boys may be more apparent than in other settings. This particularly relates to emotional regulation skills and maturity, and to differences in perceptions of the self in PE (which may be contingent upon other skill areas). Factors such as sensory regulation may also be considered.

Therefore, in summary, as schools seek to utilise PE to support a whole school approach to EWB for males, it is important that they consider it's unique context, in respect the following four key areas (Figure 16):

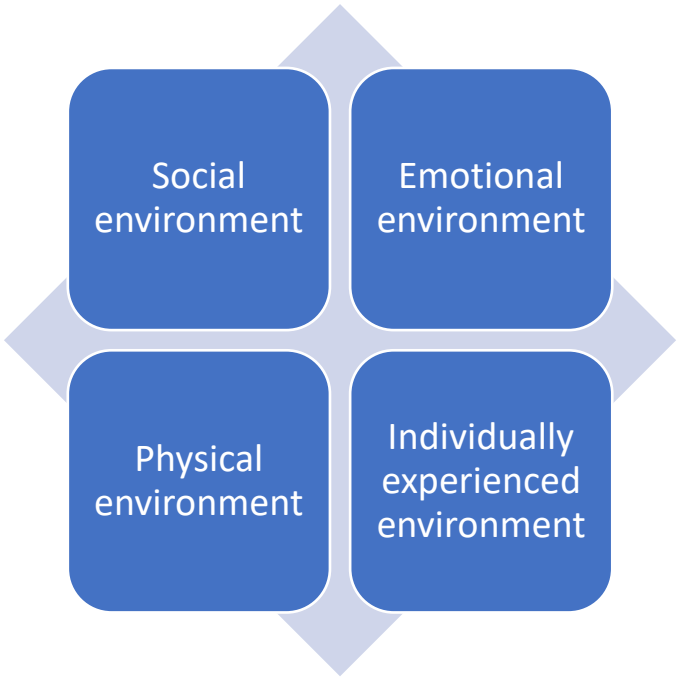

Figure 16: Key aspects for consideration in delivering PE to support a WSA for males

This reflects, and builds upon, the three aspects identified by PHE/CYPMHC (2016) as components of the school environment. Furthermore, I note that Lu and Buchanan (2014) capture the social and emotional aspects of the PE environment in their identification of the STEP domains in which EWB in PE can be considered (student, teacher, environment). They emphasise PE as a potential learning environment whereby teachers can apply programmes to enable CYP to develop their emotional skills.

4.6 Implications for further research

There are several research areas whereby the current findings could be extended, and further insight gained.

First and foremost, I acknowledge that the current research is limited through its focus solely on boys attending a single mainstream academy school. Conclusions drawn in the current study are therefore limited to a male population. Therefore, there it would be important to repeat the study focusing on girls and exploring mixed sex PE classes in order to capture the different dynamics within these settings, and to identify the differential salient factors in how PE might contribute towards a WSA to EWB. Evans (2017) found that males and females are treated differently and explored how this might affect their self-concept and sense of EWB. It would also be important to explore academy school settings. Frostick, Tong, Moore, Renton and Netuveli (2018) note a variance in levels of connection between academy and non-academy settings, and so it would be helpful to understand how this relates to the PE context, specifically as we have found that connections in PE are particularly important. It would additionally be important to consider schools that adopt alternative delivery models of PE,

such as that of the generalist teacher or coaching model. It would be important to consider more than one school, using the same methodology, to deepen understanding.

The current study has also identified that, whilst there is research concerned with the PE experiences of CYP with SEND such as learning difficulties, physical disabilities or specific diagnoses such as Autism Spectrum Disorder, there is no research in relation to how to support CYP who have lower levels of social and emotional skills, or those CYP who may be described as experiencing difficulties relating to their social emotional and mental health. Whilst the current ethnographic study gives some insight into how PE might be experienced by males experiencing these needs, further research could help to identify the most effective support mechanisms for these CYP. The current study was limited by time constraints. Whilst commitment to the method was demonstrated through the ten weekly data collection sessions took place, further insight, particularly in relation to CYP with additional social and emotional mental health or communication needs, may have been gained through data collection over a longer period. This could have given insight into temporal fluctuations and could have, for example, helped bring understanding to the impact of interventions seeking to develop skills.

Lastly, given that a key finding of the current research is that PE can seem to be a unique context, on a number of levels, within the school environment, it will be important to compare PE to other subjects. Through the current ethnography it became clear that the PE arena can be vast and unwieldy for some pupils, presenting with increased opportunities for social participation, emotionally challenging situations, and different needs for adult support and connection. Understanding more about the uniqueness of PE, as compared to other curriculum subjects, will help develop further guidance for how teachers can promote EWB through PE.

4.7 Implications for EP practice

Considering my findings, it became apparent that there are several ways in which EPs could support schools to develop their PE provision, in relation to the needs of males, creating a PE environment and curriculum that is supportive of a whole school approach to EWB.

Leadership and management

EPs could support with the development of EWB and PE policies which recognise the ways in which these two factors can work together and support one another. Involvement could take place with an individual school, or at a broader authority level, for example through the delivery of training and advice available to all schools.

A respectful and diverse ethos and environment

EPs could support with development of emotionally supportive environments. Observations and solution focussed support could be provided, or interventions such as Video Interaction

Guidance (Kennedy, Landor and Todd, 2011) could be used to improve practice and increase caring and attuned acts. Again, support might be related to an individual school, or through the preparation of advice and guidance to be shared at a broader systemic level.

Curriculum, teaching and learning

EPs could work with individual schools, or at an authority level to provide advice and guidance regarding social and emotional curriculums and how activities and learning might be brought into the PE context. For example, how CYP might be supported to generalise learning from social and emotional curriculums into their PE lessons that the situations that arise in this setting.

Student voice

EPs might provide school or authority-based advice and guidance regarding the most effective ways to promote student voice and participation regarding activities and approaches in PE. EPs can help schools to reflect on their current offer, and to understand where CYP need additional support and scaffolding to ensure that opportunities for choice and control are positive and affirming of EWB, rather than conducive to social discord or other difficulties.

Staff development

EPs might support schools to consider the training needs of their staff teams so that areas for development can be identified. EPs are then well positioned to provide training and support, perhaps in conjunction with colleagues, to develop staff knowledge and understanding of PE, in order to promote overall confidence. EPs might also provide support or supervision for staff, for example through Solution Circles (O'Brien, Forrest and Pearpoint, 1996) to support staff to become better equipped at problem-solving within the PE context.

Identifying additional need

EPs may support individual children through assessment, or support schools to employ screening tools or other methods to identifying where a pupil's social and emotional development requires further attention and support. Assessment in the PE context could form a part of this process, and subsequent recommendations may reflect the uniqueness of this setting.

Targeted support

Following the identification of CYP who need additional support, EPs are well positioned to deliver this support to individuals or groups of children. Alternatively, EPs might provide advice and guidance for schools to provide targeted support, or how to translate this support to a PE context. For example, how strategies might be generalised, or what additional measures might be required.

Working with parents/carers

EPs may provide training, information or advice for parents and carers in relation to individual children or schools, or more broadly within the authority. This support may help parents and carers to understand the value of PE for EWB, and the ways in which families can encourage the development of growth mindsets (Dweck, 2017) and positive attitudes to developing physical skills through PE.

In the following chapter, I will draw my final conclusions.

Chapter Five: Conclusion

To conclude this dissertation, the research findings will be summarised, before key reflections are shared. The quality of the current study will be considered, and I will present the possible distinct and significant contribution of the research. To close, final thoughts from myself and the children of 5P will be offered.

5.1 Research findings

Driven by a professional and personal interest in the physical education (PE) experiences of children and young people (CYP), and how these might relate to their sense of emotional wellbeing (EWB) as part of a whole school approach, the research findings can be summarised as follows:

Research question one: How do CYP experience and feel about physical education (PE) lessons in a mainstream primary school?

- Most of the boys in 5P experienced positive feelings about their lessons, most of the time.
- Fluctuations in feelings occur in relation to the PE environment, but most of the boys had the required skills to navigate situations and restore their emotional equilibrium.
- Some of the boys found PE more emotionally challenging, which seemed to have a significant impact on their overall PE experience. This was reflected in a variety of behaviours, including through body language and facial expressions, ways of interacting with others, and the commitment shown to participating in PE activities.

Research question two: How does PE contribute towards a whole school approach to emotional wellbeing for boys?

- Three core themes were identified:
    - **Relationships with other children** (sub-themes: *good things about my classmates* and *difficulties with my peers*).
    - **Relationships with adults** (sub-themes: *connections* and *feeling safe and supported).*
    - **Individual differences** (sub-themes: *emotional development* and *self-concept*).
- These themes reflect findings in previous research, but also add great depth and illumination regarding how social and emotional processes occur in a PE context, and how boys differ from one another.

5.2 Reflections

Many of my reflections regarding the completion of this research were captured through a reflective diary, which enabled exploration of my thinking and the clarification of ideas and interpretations. Two key reflections, which arose several times in the reflective diary, are shared below.

Defining wellbeing

Navigating definitions of "emotional wellbeing" (EWB) has been an ongoing area of challenge whilst carrying out this research. The term is frequently used interchangeably with that of mental health (MH), yet I understand these as distinct concepts. When EWB is more effectively isolated, numerous defining variables are used in research and guidance. This made it challenging, as times, to appraise the significant number of results generated by the literature search, creating a need for regular checking and validation of sources according to my accepted definition.

Whilst the current research adopts a clear definition of wellbeing, I found myself considering my own subjective (e.g. Ivens, 2007) understanding of the term, and how this has changed during the doctoral programme. I recognised that whilst I had previously considered psychological (e.g. Ryff, 1989) and subjective (e.g. The Children's Society, 2018) aspects of EWB, I had always considered physical aspects as having some importance too. However, during my training as an educational psychologist (EP), I have increasingly recognised the importance of psychological, subjective and physical aspects of EWB working together cohesively to create one's overall impression of how they feel. Physical factors such as sleep quality, health and overall fitness can have a significant impact on an individual's ability to meet the other, more emotional aspects of EWB. This has influenced my reasons for participating in exercise, and the choices I have made about the activities I undertake. I see PA as continuing to have a fundamental contribution to make to my own EWB, with mindful exercise choices supporting this.

EPs as ethnographers

Ethnography can be a useful tool for exploring PE (see Appendix 28 for reflections). However, I also reflected on the position of EPs as ethnographers more generally. I feel that ethnographic skills and ways of thinking can be a valuable tool for EPs. For example, through the Link EP role where one EP acts as the main practitioner and point of contact for a school, EPs are well positioned to adopt an insider perspective of different settings. Frequent visits provide opportunities for informal conversations and observations, and a flavour of the school attitudes and ethos begin to become clear.

Whilst there are obvious ethical issues with using such information for other purposes or as part of research, I feel that attuning to one's environment can provide insight as to scope for systemic work opportunities. Therefore, whilst the literature review yielded few examples of EPs researching using ethnography, I feel that it is a methodology which can be drawn upon outside of the field of research to promote and develop practice.

5.3 Quality appraisal

In Chapter Three, Yardley's (2000) principles for quality in qualitative research were defined. Details were given of the methodological steps taken, in line with these principles, to ensure the quality of the current study.

On reflection, the current research is felt to satisfy Yardley's (2000) quality principles. The conduction of thorough and systematic literature searches enabled a clear understanding of the legislative and social situation of the research. Context sensitive research questions were then explored in a rigorous, longitudinal manner, through an ethnographic approach. All the children in 5P were supported to share their views in the manner (and to the extent) they felt most comfortable. These views were later checked with the children for accuracy. Throughout this research I have been transparent regarding my values, interpretations and reflections. The underpinning philosophical stance has guided decision making through the research process.

Lastly, I consider the impact and importance of the current study. The research findings bring important insight into the areas studied, which may be helpful in informing policy and practice (see below). However, at a local level, the study has been impactful. The provisional study findings supported the school in a bid whereby they achieved access to greater funding to increase physical activity (PA) levels within the school, with the hope of normalising PA as a part of everyday life and as supportive of EWB. Therefore, this research has had a direct impact on the type and aim of PA provided to its participants.

5.4 A potentially distinct and significant contribution

The current study is distinct and significant in it's contribution in relation to it's:

- Findings
- Methodological orientation for the topic
- Methodological orientation for educational psychology
- Topic area for educational psychology
- Suggestions for EP practice.

In its broadest terms, the current research illuminates some of the social and emotional processes which occur in the PE environment inhabited by males, deepening our understanding, and building on previous research (e.g. Lu and Buchanan, 2014) by

demonstrating *how* these processes occur. Much greater depth is added. The ethnographic nature of the study allows these processes to be understood in context, via an insider perspective, providing greater understanding of causes and consequences. It explores PE in one setting, over time, giving a distinct and in-depth understanding of the context. The contribution is significant because, as well as providing this depth of understanding, it aligns the findings with the EWB literature, seeking to understand how participant experiences might be contextualised within whole school approaches to EWB.

Employing an ethnographic methodology was found to be a useful approach in gaining a rich and in-depth insight into the topic of study. However, the use of ethnography adds to the uniqueness of the research. Whilst PE has previously been studied using ethnography, this methodology has not previously been employed in relation to studying the wellbeing of individuals and groups in PE. Previous wellbeing research that has considered PE has tended to use interviews, standardised scales and measures, or other 'out of context', retrospective qualitative approaches.

This study contributes to the educational psychology professional field in two ways. Firstly, EPs have very rarely used ethnography as a research method, particularly with regards the perspectives of children. Searches found a few examples, which were noted to relate to adult experiences (e.g. in schools or similar contexts). I found this interesting, particularly in relation to my earlier reflection regarding how well-placed EPs are, through their roles in visiting a variety of school settings on a regular basis, in terms of gathering information in an ethnographic manner (e.g. through participant observations). It would seem that a research skill, which could be viewed as inherent within the skill set of the EP, is underused as a research method by EPs.

Secondly, this study explores PE: a topic not previously considered through educational psychology research (as far as literature review results indicate). It therefore provides valuable insight for EPs who may, for example, be carrying out pupil observations in a PE lesson, building their understanding of unique context of this aspect of school life. It also provides scope regarding how EPs might be involved in supporting whole school approaches to EWB, again, an area that has received little research attention. Whilst suggestions are made in relation to PE, they could be called upon to support consideration of other aspects of school life as well. Therefore, this study makes a unique contribution in several ways.

In view of the study findings and it's potential contribution, the following **thesis** is presented (Figure 17):

In relation to primary school aged males, PE has the potential to positively contribute to whole school approaches to EWB. However, to harness it's utility effectively, schools need to appraise the social, emotional and physical environments that arise, and how these environments might be individually experienced.

Figure 17: Thesis

5.5 Final thoughts

The EWB of CYP is rightfully of paramount concern, with rates of poor EWB and MH difficulties found to be rising. Local and national policies and initiatives reflect this concern, and time and investment in plans to put provision in place is gaining in momentum. Schools are widely recognised as key locations for supporting CYP. The current research has considered how PE, as an aspect of school curriculums, may promote or demote EWB for boys, or impact upon whole school efforts to support males. It has recognised that males are individuals, with their own thoughts and opinions about their experiences. These need to be heard and understood for us to consider how we can make improvements to school PE provision so that it can most successfully support EWB.

This study was driven by the following two aims:

- To provide a platform for CYP to share their feelings about, and experiences of, PE.
- To explore the potential contribution of PE to a whole school approach to EWB.

These aims were explored through two research questions:

1. How do boys experience and feel about physical education (PE) lessons in a mainstream primary school?
2. How does PE contribute towards a whole school approach to emotional wellbeing for boys?

I believe that this research has fulfilled it's aims and answered the identified research questions, illuminating the depth and range of male perspectives of PE.

Furthermore, links between feelings experienced, and how these might contribute to whole school approaches, have been understood. The need to consider social, emotional and physical environments, and to be aware of how individuals might experience the environment, is highlighted. Whilst there is potential to extend and develop the findings of the current research, particularly in terms of gaining insight into female and mixed sex group perspectives, I believe that I have enriched the research base in this area, providing a stimulus for EPs to work to shape and develop more effective and supportive EWB support through PE.

To close I share some reflections from the participants about taking part in this research:

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Appendices

Appendix 1: Table of search terms

Research area	Search terms used
Search One: School approaches to emotional wellbeing	school or education or classroom emotional wellbeing OR psychological wellbeing OR wellbeing approaches OR "whole school approach" OR plan OR strategy
	"Educational psychology" OR "educational psychologist" OR "school psychologist" OR "child psychologist" "emotional wellbeing" OR wellbeing OR "psychological wellbeing" school OR "whole school approach" or approach OR strategy
Search Two: CYP perspectives of PE; experiences of PE	"physical education lessons" OR "physical education" or "PE" emotional wellbeing OR psychological wellbeing OR wellbeing school or education or classroom
	"physical education lessons" OR "physical education" or "PE" thoughts OR feelings OR emotions OR perspectives child* OR young person OR pupil OR adolescent OR student school or education or classroom
	"Educational psychology" OR "educational psychologist" OR "school psychologist" OR "child psychologist" PE OR "physical education"
	PE OR "physical education" ethnography OR ethnographic OR "ethnographic approach" OR "ethnographic study"
	ethnography OR ethnographic OR "ethnographic approach" OR "ethnographic study" "Educational psychology" OR "educational psychologist" OR "school psychologist" OR "child psychologist"

Table: Search terms used in systematic literature review

Appendix 2: Numbers of search results

The following tables present the number of search results were generated through the systematic searches, through internet searches (including those retained from preliminary searches) and through snowballing (Jalali and Wohlin, 2012). Details are provided regarding the numbers of papers retained following title and abstract scanning, and the number that were included within the final literature review. Separate tables are provided for searches One and Two.

Search One: School approaches to emotional wellbeing

Search level	**No. of results generated**
Total number of papers identified through database and hand searches	1674 (PsycINFO=259; Web of Science=1178; British Education Index=202; Education Abstracts=35; hand searches=14)
Total items identified through catalogue and internet searches including grey literature	35
Snowballed results/relevant results from preliminary searches	5
Total items initially generated through searches (with duplicates removed)	1715
Total after title scan	126
Total after abstract scan	73
Total after irrelevant results removed (included within review)	**46**

Table: Search results generated via Search One

Search Two: CYP Perceptions of PE and links to emotional wellbeing

Search level	**No. of results generated**
Total number of papers identified through database and hand searches	1727 (PsycINFO=217; Web of Science=1258; British Education Index=162; Education Abstracts=90; hand searches=12)
Total items identified through catalogue and internet searches including grey literature	11
Snowballed results/relevant results from preliminary searches	18
Total items initially generated through searches (with duplicates removed)	1756
Total after title scan	358
Total after abstract scan	174
Total after irrelevant results removed (included within review)	**34**

Table: Search results generated via Search Two

Appendix 3: Universal, targeted and specialist emotional wellbeing approaches

On reviewing the literature, it was clear that the range of programmes and approaches aimed at improving the EWB of CYP was considerable (e.g. Vostanis, Humphrey, Fitzgerald, Deighton and Wolpert, 2013). I have below compiled a non-exhaustive list of some of the prominent universal, targeted and specialist (NICE, 2008) programmes noted as a result of my searches. A brief description of each approach is provided.

Universal approaches

The following are examples of universal approaches which may be applied at a whole school level, regardless of additional risks identified, or symptomology.

Approach	Description
Acceptance and Commitment Therapy (Hayes, Strosahl and Wilson, 1999; 2012)	An approach promoting acceptance and mindfulness, based upon cognitive behavioural therapy, which seeks to enable individuals to respond to unhelpful thoughts in a more positive and accepting manner (Gillard, Flaxman and Hooper, 2018). It is suggested as a tool for promoting staff WB, and as having merit as part of a whole school WB curriculum, by Gillard et al. (2018).
Circle time (Mosley, 1996)	Part of a whole school approach whereby teachers explore issues with children, through 'circle time', to promote their self-esteem and positive behaviour. A structure for problem solving is provided, which gives all participants an equal opportunity to have their input valued (Mosley, 1996).
Cognitive Behavioural Approaches (CBA; for example, Weeks, Hill and Owen, 2017)	CBA have their roots in cognitive behavioural therapy (CBT; which can only be delivered by a qualified therapist) and focus on how our thought patterns interact with our emotions and behaviour (Weeks et al., 2017). By adjusting one of these elements, it is thought that we can bring positive changes in the other areas and reduce difficulties that we may be experiencing (ranging from the mild to more severe). CBA can be delivered on a universal, targeted or specialist basis.

Mindfulness (Kabat-Zinn, 2003)	An approach whereby individuals are taught to pay purposeful attention to the present. In doing so, it is felt that it can support with the management of day to day stressors, as well as more significant difficulties (Kabat-Zinn, 2003). Several universal programmes are available to schools such as Paws.b (Mindfulness in Schools Project, 2016).
National Healthy Schools Programme (National Healthy Schools Programme, 2006)	A whole school programme adopting a multi-component model which features objective WB factors alongside EWB. A self-evaluation framework can be used to identify areas of need, which are then developed through a school specific action plan. A 'Healthy Schools' charter mark can be awarded to schools reaching the requisite level of WB (National Healthy Schools Programme, 2006).
Nurturing Schools (Lucas, 1999)	Based upon Nurture Groups (e.g., Boxall, 2002, see below), the Nurturing School adopts the basic group principles and applies them to the classroom and whole school environment, therefore seeking to promote social and emotional development at a wider level.
Promoting Alternative THinking Strategies (PATHS) for Schools (UK Version), (PATHS UK, 2015)	A curriculum-based programme for primary schools, differentiated by developmental level, featuring lesson plans and resources to promote emotional understanding, social problem solving, self-control, peer relations and self-esteem (PATHS UK, 2015).
Restorative approaches (e.g. Macready, 2009)	An approach whereby incidents of wrong-doing are viewed as social and emotional learning opportunities, where CYP are supported to think about the emotional impact of actions on others and agree upon the way to solve the problem (Macready, 2009).
Thrive (Thrive, 2018)	At a whole school level, Thrive teaches staff about developmental and attachment theories, equipping them to better understand the possible needs of CYP. Schools can also be supported to assess whole classes and create action plans to promote the emotional development of pupils as a group (Thrive, 2018).

UK Resilience Programme (UKRP) (Challen, Noden, West and Machin, 2011)	Based upon the Penn Resiliency Program (PRP). A series of 18 manualised lessons, each lasting an hour, designed for young people aged 11-13, but described as adaptable for a primary school cohort. Lessons aim to improve psychological wellbeing by teaching resiliency skills including the link between thoughts, feelings and behaviour (Challen et al., 2011).
Zippy's Friends (Early Intervention Foundation, 2017)	A programme for five-seven-year olds whereby children are taught through a series of 24 weekly sessions, over 6 modules. The aim is to promote the ability of children to cope and problem solve in real life situations, by developing their emotional literacy, communication, social skills, and ability to respond to conflict and change (Early Intervention Foundation, 2017).

Table: Universal approaches to EWB

Targeted approaches

Targeted approaches are aimed at CYP who are more vulnerable or at risk, or whom have been identified as requiring a little more support with developing their skills.

Approach	Description
Acceptance and Commitment Therapy (Hayes et al., 1999; 2012)	See above. Acceptance and Commitment Therapy is proposed as having potential to support individuals and small groups through more targeted applications (Gillard et al., 2018).
Cognitive Behavioural Approaches – group work	See above. Group work examples include FRIENDS or FRIENDs for Life which supports with mild anxiety or depressive symptoms at a targeted level (e.g. Barrett, 2010).
Emotional Literacy Support Assistant (ELSA) – group/individual work (ELSA Network, 2017)	ELSAs are teaching assistants who have been trained by educational psychologists, and who receive regular supervision from an educational psychologist. Their aim is to support CYP to understand and regulate their own emotions. This may be through the provision of small group work, or through more intensive individual support (ELSA Network, 2017).

Lego®-Based Therapy – group work (e.g. Cuesta, Krauss, Baron-Cohen and LeGoff, 2014)	A programme for groups or individuals which aims primarily to improve social competence and social skills using play activities involving Lego® (Cuesta et al., 2014).
Nurture Groups (Boxall, 2002)	Small groups which are developed for children who, as a result of their early attachment experiences, are struggling with their emotional development, regulation, social skills or concentration in class. Nurture Groups aim to provide reparative attachment experiences, and therefore promote social and emotional development and WB (Hughes and Schlösser, 2014).
Social skills programmes (e.g. Rinaldi, 1992; Spence, 2003)	There are a range of programmes available whereby CYP work in small groups to learn and practice social skills. By learning these skills in a small, safe environment, it is hoped they will then be able to generalise their learning to other situations (e.g. Rinaldi, 1992; Spence, 2003).
Therapeutic Storywriting (Waters, 2004)	An approach which uses small group or individual storywriting to explore difficulties experiences through metaphor. This approach aims to equip primary school aged children with new thinking and understanding of difficulties they face (Waters, 2004).
Thrive (Thrive, 2018)	At a targeted level, Thrive enables schools to use an assessment tool to create bespoke plans for individual CYP identified as at risk, particularly relating to attachment difficulties (Thrive, 2018).

Table: Targeted approaches to EWB

Specialist approaches

Specialist approaches aim to support CYP where there is a more significant level of concern. On occasion, these concerns may implicate milder signs of a mental illness, for example, emerging symptoms of an anxiety or depressive disorder.

Approach	Description
Acceptance and Commitment Therapy (Hayes et al., 1999; 2012)	See above. Acceptance and Commitment Therapy is proposed as having potential to support individuals and small groups through more specialist applications (Gillard et al., 2018).
Circle of Friends (Newton and Wilson, 2003)	An individual pupil is targeted through an intervention whereby their whole class initially, and then a smaller group of pupils, are enlisted to support the individual to develop friendships and practice their social and emotional skills (Newton and Wilson, 2003).
Cognitive Behavioural Approaches – individual support	See above.
Comic Strip Conversations (Gray, 1994)	An approach to help CYP develop their understanding of social situations, and/or emotions, based upon illustrations of situations that they have experienced (Gray, 1994).
Counselling	Trained counsellors provide opportunities for CYP experiencing difficulties or distress to talk about their difficulties, within a confidential and clearly demarked relationship (DfE, 2016b). 'The Place2Be' is an example of one such counselling intervention (Lee, Tiley and White, 2009).
Emotional Literacy Support Assistant (ELSA) – individual support (ELSA Network, 2017)	ELSAs are teaching assistants who have been trained by educational psychologists, and who receive regular supervision from an educational psychologist. Their aim is to support CYP to understand and regulate their own emotions. This may be through the provision of small group work, or through more intensive individual support (ELSA Network, 2017).

Lego®-Based Therapy – individual work (for example, Cuesta et al., 2014)	A programme for groups or individuals which aims primarily to improve social competence and social skills using play activities involving Lego® (Cuesta et al., 2014).
Social Stories (Gray, 2015)	Social stories describe specific events or situations, and what should be expected/how to behave in those circumstance. They aim to teach CYP regarding the socially appropriate ways to behave, and the expectations they should have in different scenarios (Gray, 2015).
Rational Emotional Behavioural Therapy (REBT; Ellis and Harper, 1975)	REBT is an approach based upon CBT that provides further support for individuals with a high level of need with thoughts and feelings relating to their perceptions of events (Ellis and Harper, 1975).
Story Links (Centre for Therapeutic Storywriting, 2018)	An intervention aimed at primary school aged children at risk of exclusion. Using the therapeutic storywriting model (Waters, 2004), this programme engages parents as an additional support mechanism, seeking to develop the social and emotional skills of children (Centre for Therapeutic Storywriting, 2018).
Therapeutic Storywriting (Waters, 2004)	An approach which uses small group or individual storywriting to explore difficulties experiences through metaphor. This approach aims to equip CYP with new thinking and understanding of difficulties they face (Waters, 2004).
Thrive (Thrive, 2018)	At a specialist level, Thrive can support schools to provide more in-depth and focused work with CYP identified as having more significant emotional difficulties, particularly difficulties that are attachment related (Thrive, 2018).

Table: Specialist approaches to EWB

In addition to counselling and cognitive behavioural therapy, there are a range of other specialist approaches which require specific training. Some school-based staff may have the

opportunity to undertake the required training, though it may also be the case that a school would commission, or refer for, a therapeutic approach from an external agency. Such approaches may include drama therapy, music therapy, art therapy, sand play therapy or more specialist support through a mental health service such as the Child and Adolescent Mental Health Service (CAMHS).

Appendix 4: Observation Protocol

Carrying out participant observations and informal interviews

In carrying out my participant observations and informal conversational interviews in school, I felt there were several areas of ambiguity about how this might happen. The following questions arose in my thinking and planning. As a result of my reading and research, I have identified that I will intend to work as follows during my data collection:

- *When will I arrive for data collection?*
  I will aim to arrive and be present in the room when the pupils arrive for their PE lesson, and leave after the pupils are dismissed. This is so that I do not disrupt the pupils, and the observations I might make, by arriving when the lesson is already underway. This will also allow me to see the full PE lesson, as pupils settle to engage with this, through to when the lesson is ending, and pupils are transitioning on to their next activity.

- *What will I wear?*
  I will wear clothing that is appropriate to the activity, and weather if the session is outside. However, rather than aligning my clothing with the school staff members (which may lead pupils to view me as a school staff member, and therefore affect their behaviour around me), I will aim to ensure that I am slightly smarter and distinct in my own right. In my other meetings with school staff, I will dress in a professional manner. This will form part of my impression management.

- *What will I have with me?*
  I will have a copy of my recording proforma and spare paper (for any additional notes I choose to make, outside of my proforma) and pens, and my Dictaphone. I am likely to also use a clipboard. However, so that my equipment is not intrusive, I will aim to ensure that I have somewhere to keep this that is more discrete during the sessions, but so that I can still access it if needed.

- *When will I make notes?*
  It may be distracting for the teacher if I write whilst they are giving their lesson input. However, to not write at this time could mean that valuable information is lost. I will therefore try to keep writing at these times to a minimum, and keep in mind the need for discretion. I will use key words and expand upon these once the pupils are later engaged in an activity. I will make notes most freely when the pupils are engaged in their physical activities. My notes will all be embellished and expanded upon after I have left the setting, on the same day.

- *When and how will I participate?*
  I will participate in activities such as getting out equipment at the beginning of the session and packing this away at the end. This will enable me to be more a part of the

group, and allow me to take a different perspective, but will not prevent me from being able to observe large sections of the lesson with a higher level of concentration.

- *When and how will I observe?*
  I will be observing throughout my time in the lessons: from when I arrive in the classroom with the children, to when I leave, with greater emphasis on observation as my sole activity when I am not participating. I will ensure that I am close enough to where the children are that I can hear comments made, and observe body language and facial expressions, whilst maintaining enough distance that I am not intrusive or off-putting. Whilst I imagine that the first session I attend I may attract more attention from the children as an unfamiliar adult, I am confident that once they have gotten used to my presence, I will be less distracting for them.

- *How will I observe?*
  I will use a proforma (see appendices) to structure my observations, and to help me to order my notes. This proforma will help me to keep focused on different behaviours that may indicate how children are thinking and feeling. I will also take along blank, spare paper in order that I can write down any other information that I feel is important or relevant to my study.

- *When and how will I speak with children?*
  I will speak to the children at times when they are not expected to be engaged or listening with the teacher. For example, practise times where the children might have been set an activity that they are then working on in small groups or individually. I will ensure my input doesn't disrupt the lesson for the children. Over the course of the observations I will speak to all the children in the class, asking either my 'core' questions (all children will be asked these), or 'incidental' questions which will be based on matters that arise, and which will be structured with a 'what/how/why' beginning. For example: 'what is it important to think about when you choose teams in PE?' These questions may also include finding out about their views of their environment, and the objects within it. Over the weeks I will record which children I have spoken to, so that I can ensure all the children are given their opportunity to have a voice.

  I will speak to children during the class itself, I will not take any children out of the lesson and will not work with children on a 1:1 basis. I will seek permission from children at the time to audio record their comments on a Dictaphone, and will record their responses in this, or by hand if they decline.

- *What communication will I have with staff?*
  During the lesson itself, communication with staff is likely to be on a practical and logistical basis regarding the arrangements for the lesson. My focus will be on the children. However, maintaining a positive relationship with key staff in the setting will be important in maintaining my access to the study site, and so I will use problem-free

talk to build these relationships. However, I will maintain a professional distance, and be careful about my level of self-disclosure so that staff are not aware of my own pre-conceived ideas or beliefs about the topic. For example, I won't share information about my membership of a running club and leading of a scheme to promote running for mental health. This will enable me to maintain greater neutrality.

Appendix 5: Ethical Approval Application

University of BRISTOL
SCHOOL FOR POLICY STUDIES

SPS RESEARCH ETHICS APPLICATION FORM: STAFF AND DOCTORAL STUDENTS

- This proforma must be completed for each piece of research carried out by members of the School for Policy Studies, both staff and doctoral postgraduate students.
- See the Ethics Procedures document for clarification of the process.
- All research **must** be ethically reviewed before any fieldwork is conducted, regardless of source of funding.
- See the School's policy and guidelines relating to research ethics and data protection, to which the project is required to conform.
- Please stick to the word limit provided. **Do not attach** your funding application or research proposal.

Key project details:

1.	**Proposer's Name**	Amy Bushell		
2.	**Proposer's Email Address:**	ab16032@bristol.ac.uk		
3.	**Project Title**	Provisional title: Promoting psychological wellbeing in schools: how do pupils experience physical education lessons and how does physical education contribute towards their sense of psychological wellbeing?		
4.	**Project Start Date:**	April 2018	**End Date:**	September 2019

Who needs to provide Research Ethics Committee approval for your project?

The SPS REC will only consider those research ethics applications which do not require submission elsewhere. As such, you should make sure that your proposed research does not fall within the jurisdiction of the NRES system:

http://www.nres.nhs.uk/applications/approval-requirements/ethical-review-requirements/

If you are not sure where you should apply please discuss it with either the chair of the Committee or the Faculty Ethics Officer who is based in RED.

Currently NRES are not expected to consider applications in respect of activities that are not research: i.e. clinical audit, service evaluation and public health surveillance. In addition REC review is not normally required for research involving NHS or social care staff recruited as research participants by virtue of their professional role. Social care research projects which are funded by the Department of Health, must always be reviewed by a REC within the Research Ethics Service for England. Similarly research which accesses unanonymised patient records must be reviewed by a REC and NIGB.

Who needs to provide governance approval for this project?

If this project involves access to patients, clients, staff or carers of an NHS Trust or Social Care Organisation, it falls within the scope of the Research Governance Framework for Health and Social. You will also need to get written approval from the Research Management Office or equivalent of each NHS Trust or Social Care Organisation.

When you have ethical approval, you will need to complete the research registration form:

http://www.bristol.ac.uk/red/research-governance/registration-sponsorship/study-notification.html

Guidance on completing this form can be found at: http://www.bristol.ac.uk/red/research-governance/registration-sponsorship/guidance.pdf. Contact the Research Governance team

(http://www.bristol.ac.uk/red/people/group/red/1602) for guidance on completing this form and if you have any questions about obtaining local approval.

Do you need additional insurance to carry out your research?

Whilst staff and doctoral students will normally be covered by the University's indemnity insurance there are some situations where it will need to be checked with the insurer. If you are conducting research with: Pregnant research subjects or children under 5 you should email: insurance-enquiries@bristol.ac.uk

In addition, if you are working or travelling overseas you should take advantage of the university travel insurance.

Do you need a Disclosure and Barring Service check?

The Disclosure and Barring Service (DBS) replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). Criteria for deciding whether you require a DBS check are available from:

https://www.gov.uk/government/organisations/disclosure-and-barring-service/about

You should specifically look at the frequency, nature, and duration of your contact with potentially vulnerable adults and or children. If your contact is a one-off research interaction, or infrequent contact (for example: 3 contacts over a period of time) you are unlikely to require a check.

If you think you need a DBS check then you should consult the University of Bristol web-page:

http://www.bris.ac.uk/secretary/legal/disclosure/crbhome

5. If your research project requires REC approval elsewhere please tell us which committee, this includes where co-researchers are applying for approval at another institution. Please provide us with a copy of your approval letter for our records when it is available.

N/A

6. Have all subcontractors you are using for this project (including transcribers, interpreters, and co-researchers not formally employed at Bristol University) agreed to be bound by the School's requirements for ethical research practice?

Yes		
No/Not yet		Note: You must ensure that written agreement is secured before they start to work. They will be provided with training and sign a detailed consent form.
Not applicable	**X**	

7.	If you are a PhD/doctoral student please tell us the name of your research supervisor.

William Turner (first supervisor) and Robert Green (second supervisor)

Has your supervisor seen this final versions of your ethics application?	
Yes	**X**
No	

8.	Who is funding this study?

N/A

IF THIS STUDY IS FUNDED BY THE ESRC OR ANOTHER FUNDER REQUIRING LAY REPRESENTATION ON THE ETHICS COMMITTEE AND IS BEING UNDERTAKEN BY A MEMBER STAFF, THIS FORM SHOULD BE SUBMITTED TO THE FACULTY REC.

POST-GRADUATE STUDENTS UNDERTAKING ESRC FUNDED PROJECTS SHOULD SUBMIT THEIR FORM TO THE SPS COMMITTEE.

9.	Is this application part of a larger proposal?
No	X
Yes	

If yes, please provide a summary of the larger study and indicate how this application relates to the overall study.

10.	Is this proposal a replication of a similar proposal already approved by the SPS REC? Please provide the SPS REC reference number.
No	X
Yes	

If Yes, please tell us the name of the project, the date approval was given and code (if you have one).

Please describe any differences (such as context) in the current study. If the study is a replication of a previously approved study. Submit these first two pages of the form.

ETHICAL RESEARCH PROFORMA

The following set of questions is intended to provide the School Research Ethics Committee with enough information to determine the risks and benefits associated with your research. You should use these questions to assist in identifying the ethical considerations which are important to your research. You should identify any relevant ethical issues and how you intend to deal with them. Whilst the REC does not comment on the methodological design of your study, it will consider whether the design of your study is likely to produce the benefits you anticipate. **Please avoid copying and pasting large parts of research bids or proposals which do not directly answer the questions.** Please also avoid using *unexplained* acronyms, abbreviations or jargon.

1. IDENTITY & EXPERIENCE OF (CO) RESEARCHERS: Please give a list of names, positions, qualifications, previous research experience, and functions in the proposed research of all those who will be in contact with participants

Sole researcher: Amy Bushell, DEdPsy student (second year).

Previous research experience:

- In year one of the DEdPsy programme I carried out a small-scale qualitative research project with another student. We used interviews and focus groups to explore the facilitators and barriers to setting up the use of a therapeutic intervention within an educational psychology service, and a health visiting service. Thematic analysis was used to analyse data.

- In my Psychology Conversion Diploma, I carried out a quantitative study exploring potential changes in attitudes towards disability following media coverage of disabled people participating in sport in the London 2012 Olympic and Paralympic Games. I used a computer-based programme to measure reaction times to images related to disability, and a questionnaire to measure attitudes.

2. STUDY AIMS/OBJECTIVES [maximum of 200 words]: Please provide the aims and objectives of your research.

There is currently an emphasis, at a national level *, on improving the mental health and wellbeing of children and young people. Schools are facing growing scrutiny and are being held increasingly accountable for supporting the mental health and wellbeing of their pupils. Physical activity is found to be strongly linked to increased feelings of psychological wellbeing (Ryan, 2015).

In light of this, the current research seeks to answer the following research questions:

1. How do year 5 children at a primary school in England think and feel about their experiences of physical education lessons?
2. What aspects of their physical education lessons do these children perceive as important?
3. How might physical education contribute towards the psychological wellbeing of these children, if at all?

*For example, the current consultation on the Green Paper to consider how best to support children and young people with their mental health and wellbeing (Department of Health and Social Care/Department for Education (2017) *Transforming children and young people's mental health provision*, London: Crown).

Ryan, K. (2015) *How to improve your wellbeing through physical activity and sport,* London: Mind.

RESEARCH WITH HUMAN PARTICIPANTS

(IF YOU ARE UNDERTAKING SECONDARY DATA ANALYSIS, PLEASE PROCEED TO SECTION 11)

3. RESEARCH METHODS AND SAMPLING STRATEGY [maximum of 300 words]: Please tell us what you propose to do in your research and how individual participants, or groups of participants, will be identified and sampled. Please also tell us what is expected of research participants who consent to take part (Please note that recruitment procedures are covered in question 8)

This study will adopt an ethnographic approach. Ethnography is described by Flick (2009, p.468) as 'A research strategy combining different methods, but based upon participation, observation and writing about a field under study.'

I will seek a class of year five pupils from one mainstream primary school and will identify a second 'reserve' school. See question 8 for recruitment procedure.

Sampling: school

The following questions will be considered when selecting a school:

- What is my current relationship to the setting? Preference will be given to settings where I am not currently involved through my placement casework, to prevent dual relationship issues.
- From a practical perspective, which setting operates their physical education curriculum in a manner that is least disruptive to my activities on placement?

Once a setting has been identified, the study will proceed as follows:

Stage	Description
Obtaining consent from gatekeepers (head teacher, class teacher/PE staff, parents and guardians).	See question 9.
Establishing relationships with pupils.	Introductory session lasting one hour. See Appendix X[9] for session plan and Appendix X for presentation slides.
Participant observations	10 x participant observations lasting approximately 1.5 hours each (depending on lesson arrangements at setting). See Appendix X for

[9] Appendices numbers removed for clarity within the scope of reporting the whole study, rather than solely the ethics application.

	protocol, and Appendix X for fieldnotes proforma. All sessions will involve all pupils in the class identified at the selected setting (excluding those whom have not provided consent). PE lessons will be sampled across time (on different days of the week), across activities (i.e. to capture the range of types of lessons), and across staff members delivering the lessons.
Informal conversational interviews	All pupils (excluding those who have not consented) will be asked the 'core' questions (as identified in the observation/interview proforma, Appendix X). Pupils will be opportunistically sampled in further informal conversational interviews and will be asked 'what/why/how' questions in relation to situations that have arisen. This may include reference to the PE learning environment, and objects within it, if this relates to the research questions. It is hoped that opportunity will arise for all pupils to be asked incidental questions in addition to core questions. Interviews will take place throughout the course of the study, and permission will be sought, at the time, to record these using a Dictaphone.
Debriefing/ending relationships	See session plan, Appendix X. All consenting pupils involved in the study will be invited to participate.

Child participants will be expected to carry out their normal physical education lesson under the direction of their teacher and speak with me informally to answer core and incidental questions about their lessons and views. They will be expected to cooperative with my participation in joining in the setting up and packing away of PE equipment.

Adult participants will be expected to accommodate me joining the lesson in which they are working and interacting with children as needed.

<u>Reflexivity</u>

Following each session, I will complete a reflective log (see Appendix X). This will be completed on the same day as the observed session.

<u>Processing data</u>

- Audio recordings will be transcribed.

- Field notes from observations will be word processed and expanded to create 'full' accounts later on the same day. Interview transcriptions for each session will be attached to the full notes. I will write in-process memos describing my initial thoughts and feelings at the time of creating my expanded accounts.
- These final accounts will be the data that I analyse (rather than my initial notes). See Appendix X for proforma.
- Data will initially be stored chronologically and will be colour coded to indicate it's belonging to a dated session.

Data analysis

Data analysis will be ongoing throughout the data collection stages, and will gather in momentum on completion of data collection. I will use the following approach, based on the suggestions by Emerson, Fretz and Shaw (2011):

- Re-read all data.
- Use open coding to identify any and all themes in my data set. This will help me to get to know my data.
- Write code memos (Appendix X) to help me make sense of why these codes have been assigned.
- Identify core themes, which I will link broadly with my research questions, but which will depend upon my data.
- Use 'emotion coding' (Saldana, 2016) to carry out focused coding of my data under these themes.
- Look for links across the data set (using 'integrative memos'), see Appendix X.
- Organise my findings to best answer my research questions (possibly using an 'emotional journey' or 'storyline' (see Saldana, 2016) approach to explore my findings. To be confirmed in light of data.

My own reflective logs will also be analysed in this way, to capture my own feelings and responses throughout the data collection period.

Emerson, R.M.; Fretz, R.I. and Shaw, L.L. (2011) *Writing Ethnographic Field Notes* (2nd Edition), Chicago: University of Chicago Press.

Flick, U. (2009) *An introduction to qualitative research* (4th Edition), London: Sage.

Saldana, J. (2016) *The Coding Manual for Qualitative Researchers,* London: Sage.

4. EXPECTED DURATION OF RESEARCH ACTIVITY: Please tell us how long each researcher will be working on fieldwork/research activity. For example, conducting interviews between Feb 12 – July 2016. Also tell us how long participant involvement will be. For example: Interviewing 25 professional participants X2 for a maximum of 1 hour per interview.

Activity	When	Duration
Speaking with schools to gain head teacher and class teacher	May 2018	2-3 weeks

consent, and plan dates for data collection.		
Obtaining consent from parents and guardians.	June-July 2018	2 months maximum
Obtaining pupil consent and getting to know pupils.	September 2018	1 hour maximum
Participant observations and informal conversational interviews with whole (consenting) year five class.	September-December 2018	1.5 hours maximum, for 10 weekly sessions
Pupil debrief.	January 2019	1 hour maximum
Staff debrief.	January 2019	1 hour maximum

I also plan to write to all pupils and staff in Spring 2018, thanking them for their participation and sharing my key findings in a brief report.

5. POTENTIAL BENEFITS AND TO WHOM: [maximum 100 words] Tell us briefly what the main benefits of the research are and to whom.

There is potential for the project to directly benefit the pupils involved, by giving them a platform to share their views about PE. By examining these experiences through the lens of psychological wellbeing, and sharing these findings more widely, it is hoped that consideration can be given more broadly as to the potential for PE lessons to support the development, and maintenance, of pupil psychological wellbeing.

This study is not designed to evaluate teaching practice, but rather to explore the core feelings of pupils in relation to their PE lessons, providing a starting point for discussions about PE contributing to a 'whole school approach' to psychological wellbeing.

6. **POTENTIAL RISKS/HARM TO PARTICIPANTS [maximum of 100 words]:** What potential risks are there to the participants and how will you address them? List any potential physical or psychological dangers that can be anticipated? You may find it useful to conduct a more formal risk assessment prior to conducting your fieldwork. The University has an example of risk assessment form: http://www.bristol.ac.uk/safety/policies/

RISK	HOW IT WILL BE ADDRESSED
Teaching staff may fear that their teaching is being appraised.	The information sheet and consent form will make it clear to school staff participants that this is not the case and will highlight the project aims. This will be discussed at initial meetings with schools to reaffirm.
Participants may become upset at feeling they are being observed, or through being informally asked questions as part of an interview.	Current research activities will be appraised and temporarily suspended if necessary. Information about support services provided to them (in conjunction with school staff). A key adult in school (identified prior to the commencement of the project) will be available to support them.
Participants may make a disclosure.	I will follow the safeguarding policy of the school with whom I am working, and report as needed.
Participants feeling/being vulnerable when getting changed for PE.	Please see protocol in the appendices section (Appendix X).
Parents may have concerns that their child is being assessed.	The information sheet and consent form will make it clear that this is not the intention of the study, and will provide my contact details, and those of my supervisor, should parents or carers wish to raise concerns.

7. RESEARCHER SAFETY [maximum of 200 words]: What risks could the researchers be exposed to during this research project? If you are conducting research in individual's homes or potentially dangerous places then a researcher safety protocol is mandatory. Examples of safety protocols are available in the guidance.

RISK	**HOW IT WILL BE ADDRESSED**
Travel to school: risk of accident.	The vehicle used for travel will be well maintained and consideration will be given to driving conditions at the time of travel. I will give due care and attention when driving.
Risk of injury during PE observation, or when moving PE equipment.	I will wear appropriate clothing and footwear, and will act in accordance with safety measures within the lesson.
Working with pupils - risk of accusation.	I have an enhanced DBS check. I will not work on a 1:1 basis with pupils at any time. In the event this situation inadvertently arises, I will seek to remove myself as quickly and safely as possible.
Feelings of isolation due to spending a prolonged period of time in a setting within which I must retain a professional 'distance' from relationships.	I will complete a reflective log following each data collection session, and will debrief with my research supervisor, and placement supervisor/university tutor as needed.

8. RECRUITMENT PROCEDURES [maximum of 400 words]: How are you going to access participants? Are there any gatekeepers involved? Is there any sense in which respondents might be "obliged" to participate (for example because their manager will know, or because they are a service user and their service will know), if so how will this be dealt with.

Stage/Phase	Gatekeeper(s)	Recruitment method/potential issues
Generating initial interest from schools	Principal Educational Psychologist (EP) Headteachers / SENCOs	Recruitment method: Flyer (Appendix X) to be designed and sent to Principal EP for approval. This will then be sent out to all Headteachers and SENCOs in primary schools, in XXX (my placement authority), asking for expressions of initial interest. A deadline will be in place for responding. Potential issues: The initial flyer must conform with LA formatting styles, and must be sent out in the appropriate way to schools. Internal checks may take time. Depending on other school activities, Headteachers may be less able to take on new projects. Consideration to be given to timing and maximising the number of Headteachers reached.
Developing commitment from schools	Headteachers	Recruitment method: Schools that have expressed initial interest will be contacted, and meetings arranged with Headteachers/PE leads to discuss further and obtain consent. Potential issues: Schools may no longer be interested in the project. It will be important to pursue several different settings at this stage to ensure uptake.
Recruiting a class	Class teachers	Recruitment method: In school(s) where the Headteacher/PE lead has committed to proceed, year five class teachers, or appropriate staff members (e.g. PE Lead Teachers) will then be spoken to. Potential issues: Teachers may feel obliged to participate as the Headteacher has given consent. It will be made clear that participation is voluntary. 1:1 teacher meetings will be offered. I will pursue several settings until this has been resolved.
Recruiting children	Parents	Recruitment method: Information sheets and 'opt out' consent forms will be sent home to parents in the relevant classes.

Children	Child 'opt out' consent sought through introductory session in school. Potential issues: Parents may not understand the project. Information sheets to be cross checked with other EPs and TEPs to ensure language is accessible. Contact details provided for further information. Children will be given the opportunity to speak to their class teacher if they are worried about the project in any way.

9. INFORMED CONSENT [maximum of 200 words]: How will this be obtained? Whilst in many cases written consent is preferable, where this is not possible or appropriate this should be clearly justified. An age and ability appropriate participant information sheet (PIS) setting out factors relevant to the interests of participants in the study must be handed to them in advance of seeking consent (see materials table for list of what should be included). If you are proposing to adopt an approach in which informed consent is not sought you must explain in detail why this is not considered to be appropriate. If you are planning to use photographic or video images in your method then additional specific consent should be sought from participants.

Stage/Phase	Documents	Method
Gaining consent from headteacher	• Headteacher information sheet (Appendix X) • Headteacher consent form (Appendix X)	Documents provided in meeting or via email if PE staff member is met in lieu. Opportunity for questions. Written consent sought.
Gaining consent from school staff	• School Staff Member information sheet (Appendix X) • School Staff Member consent form (Appendix X)	All staff who are likely to be involved (teachers, teaching assistants etc.) provided with documents. Opportunity for questions.
Gaining consent from parents	• Parent information sheet (Appendix X) • Parent opting out form (Appendix X)	Documents provided to parents regarding project requirements. Deadline given to 'opt out'.

Gaining consent from children	• Pupil information sheet (Appendix X) • Pupil opting out form (Appendix X)	Introductory lesson in class: Documents provided to pupils. Questions can be asked. School staff member to be available as needed. Pupils will be asked to 'opt out' rather than sign to consent. School staff member/myself as a contact point for this.

All information sheets and consent forms will state that participants have a right to withdraw from the study at any point up until 10th December 2018.

Please see appendices for copies of documents listed above.

Please tick the box to confirm that you will keep evidence of the consent forms (either actual forms or digitally scanned forms), securely for twenty years	X

10.	If you intend to use an on-line survey (for example Survey Monkey) you need to ensure that the data will not leave the European Economic Area i.e. be transferred or held on computers in the USA	
	Please tick the box to confirm that you will not use any on-line survey service based in the USA or outside the European Economic Area (EEA).	X

11.	**DATA PROTECTION**: All applicants should regularly take the data protection on-line tutorial provided by the University in order to ensure they are aware of the requirements of current data protection legislation. University policy is that "personal data can be sent abroad if the data subject gives unambiguous written consent. Staff should seek permission from the University Secretary prior to sending personal data outside of the EEA". Any breach of the University data protection responsibilities could lead to disciplinary action.	
	Have you taken the mandatory University data protection on-line tutorial in the last 12 months? https://www.bris.ac.uk/is/media/training/uobonly/datasecurity/page_01.htm	
	Yes	X

No	

Do you plan to send any information/data, which could be used to identify a living person, to anybody who works in a country that is not part of the European Union?

See http://www.ico.gov.uk/for_organisations/data_protection/the_guide/principle_8.aspx)

No	X	
Yes		If **YES** please list the country or countries:

Please outline your procedure for data protection. It is University of Bristol policy that interviews must be recorded on an encrypted device. Ideally this should be a University owned encrypted digital recorder (see http://www.bristol.ac.uk/infosec/uobdata/transcription/)

It is University of Bristol policy that data is stored in an anonymised format for future use by other researchers (see http://data.bris.ac.uk/). What level of future access to the anonymised data will there be:

- Open access
- Restricted access - what restrictions?
- Closed access - on what grounds?

Procedure for data protection:

All data will be initially stored on portable devices that are fully encrypted. Encrypted devices will be used for recording verbal input when information is verbally solicited from a child. Unsolicited verbal input will be recorded by hand and will form a part of the notes for the session. All data will be transferred and stored on a secure University server as soon as is possible after collection.

Level of future access to anonymised data:

Restricted access will be granted. The data will only be available to researchers who are conducting research in a similar field.

12. CONFIDENTIALITY AND ANONYMITY	**Yes**	**No**
All my data will be stored on a password protected server	X	
I will only transfer unanonymised data if it is encrypted. (For advice on encryption see: http://www.bristol.ac.uk/infosec/uobdata/encrypt/device/)	X	

If there is a potential for participants to disclose illegal activity or harm to others you will need to provide a confidentiality protocol.	X	
Please tick the box to **CONFIRM** that you warned participants on the information and consent forms that there are limits to confidentiality and that at the end of the project data will be stored for 20 years on appropriate storage facility. https://www.acrc.bris.ac.uk/acrc/storage.htm	X	

Please outline your procedure for ensuring confidentiality and anonymity.
In order to ensure confidentiality and anonymity: • Please see confidentiality protocol (Appendix X) • All people and places will be provided with a pseudonym which will be used throughout my thesis and through any reports, presentations or other dissemination of results. • In establishing consent, a numbering system will be used so that I am aware of which consent form belongs to which pseudonym (Appendix X). Lists will be kept in separate encrypted locations so that it is only possible to align participant names and pseudonyms with the correct encryption information (held only by the researcher). Information sheets and consent forms advise participants of the potential limits to confidentiality within this study. In the event that information relating to the harm of a participant, or another, is disclosed or discovered during the study, I will act in accordance with the safeguarding policy of the school that I am working with.

Please proceed to question 15.

SECONDARY DATA ANALYSIS

13. Secondary Data Analysis

Please briefly explain;

(1) What secondary datasets you will use?
(2) Where did you get these data from (e.g. ESRC Data Archive)?
(3) How did you obtain permission to use these data? (e.g. by signing an end user licence)
(4) Do you plan to make derived variables and/or analytical syntax available to other researchers? (e.g. by archiving them on data.bris or at the UK Data Archive)
(5) Where will you store the secondary datasets?

N/A

DATA MANAGEMENT

14. Data Management

It is RCUK and UoB policy that all research data (including qualitative data e.g. interview transcripts, videos, etc.) should be made freely and openly available for other researchers to use via the data.bris Research Data Repository and/or the UK Data Archive. This raises a number of ethical issues, for example you MUST ensure that consent is requested to allow data to be shared and reused.

Please briefly explain;

1) How you will obtain specific consent for data preservation and sharing with other researchers?
2) How will you protect the identity of participants? e.g. how will you anonymise your data for reuse.
3) How will the data be licensed for reuse? e.g. Do you plan to place any restrictions on the reuse of your data such as Creative Common Share Alike 2.0 licence (http://creativecommons.org/licenses/by-sa/2.0/uk/)
4) Where will you archive your data and metadata for re-use by other researchers?

An encrypted audio recorder will be used to record elements of informal interviews, provided the pupil gives consent to be recorded at the time of interaction. Recordings will be transferred and stored on a secure University server as soon as is possible after collection. If future researchers require a copy of interview transcripts, or fieldnotes, they will be asked to justify their plan to use the data. Future researchers will not have any access to information that will identify either the school, or individuals within the setting.

Data relating to participants will be stored on a password protected server. Pseudonyms will be used for all participants, and unanonymised information relating to participants will be stored elsewhere.

Please proceed to question 15.

PLEASE COMPLETE FOR ALL PROJECTS

15. DISSEMINATION OF FINDINGS [maximum 200 words]: Are you planning to send copies of data to participants for them to check/comment on? If so, in what format and under what conditions? What is the anticipated use of the data, forms of publication and dissemination of findings etc.? .

Before the completion of the study, a summary of the key findings will be shared with the child participants. They will be asked for their views, and to consider whether their views have been accurately presented.

It is likely that the dissemination of findings will take place through a variety of the following methods:

- Through my final thesis report, a copy of which will be held in the university library, and which may also be made available to other educational psychology students online.
- Results summaries will be produced for school staff, parents and for the children who participated.
- The participating school will be consulted about whether there are any other ways they feel it would be helpful to disseminate findings (e.g. through a presentation to staff, etc.)
- A journal publication.
- Presentations may take place to interested parties.
- Feedback will be given to the Educational Psychology Service in the local authority area in which the school is based.

16. ADDITIONAL INFORMATION: Please identify which of the following documents, and how many, you will be submitting within your application: Guidance is given at the end of this document (appendix 1) on what each of these additional materials might contain.

Additional Material:	**NUMBER OF DOCUMENTS**
Information sheets	4
Consent forms	4
Protocols	1
Initial flyer	1
Proformas for various stages of the project	5
Session plans for pupil work	2
Power Point presentation slides	1
Organisational documents	2

Please DO NOT send your research proposal or research bid as the Committee will not look at this

SUBMITTING AND REVIEWING YOUR PROPOSAL:

- To submit your application you should create a single PDF document which contains your application form and all additional material and submit this information to the SPS Research Ethics Administrator by email to sps-ethics@bristol.ac.uk
- If you are having problems with this then please contact the SPS Research Ethics Administrator by email (sps-ethics@bristol.ac.uk) to discuss.
- Your form will then be circulated to the SPS Research Ethics Committee who will review your proposal on the basis of the information provided in this single PDF document. The likely response time is outlined in the 'Ethics Procedures' document. For staff applications we try to turn these around in 2-3 weeks. Doctoral student applications should be submitted by the relevant meeting deadline and will be turned around in 4 weeks.
- Should the Committee have any questions or queries after reviewing your application, the chair will contact you directly. If the Committee makes any recommendations you should confirm, in writing, that you will adhere to these recommendations before receiving approval for your project.
- Should your research change following approval it is your responsibility to inform the Committee in writing and seek clarification about whether the changes in circumstance require further ethical consideration.

Failure to obtain Ethical Approval for research is considered research misconduct by the University and is dealt with under their current misconduct rules.

Chair: Beth Tarleton (beth.tarleton@bris.ac.uk)

Administrator: Zaheda Tariq (sps-ethics@bristol.ac.uk)

Date form updated by SPS REC: February 2016.

Appendix 1: Suggestions of what might normally be included within additional materials and some brief guidance

Material	**Information to include/brief guidance**
Participant Information Sheet (PIS)	• What is the purpose of the study? • Why have I been chosen? • What will happen if I take part? • What will happen if I don't take part? • Anonymisation • Limits of confidentiality • What will my information be used for • Further contact details for general enquiries and for any complaints about the research practice – this should not be the chair of the REC • Whether anonymised data will be available for future use Information sheets should be appropriate to the age and ability of the potential participant. Please ensure that your participant information sheet and consent forms are complimentary – i.e. the key information on the PIS is also covered on the consent form.
Consent form(s)	• Participants has read/understood the participant information sheet (PIS) and are happy to take part • Understand the research is confidential and any limits to confidentiality are made clear • Can withdraw from the research (although there may be limits on this as if participants withdraw 2 days before submission of report/thesis this would be problematic) • Are happy for interviews to be digitally recorded or notes taken • That the data will be anonymised (identifying features removed) • How the data will be used • How data is stored • Whether anonymised data will be available for future use

	Consent forms should be appropriate to the age and ability of the potential participant.
Adverts for recruitment	It may be necessary to provide information on how you intend to advertise for participants. This should provide enough information for you to target the relevant participants.
Confidentiality Protocol	This will be more important for those research topics which might result in participants talking about issues where confidentiality might need to be broken. Whilst you have a responsibility to uphold the confidentiality of your interviews there may be occasions when you also have a duty to warn about harm to the participant or to others. This should be considered prior to the research and a procedure put in place. In most cases this procedure would involve the following: • Ensure that participants are aware that there are limits to confidentiality; • That you will discuss any issues which arise with your research supervisor/colleagues as soon as possible after an incident; • That your supervisor or the project PI is in a position to make a decision about whether confidentiality needs to be broken;
3rd party confidentiality agreement	Confidentiality statement which might be used when using a transcriber or interpreter to ensure that they will adhere to principles of confidentiality. This may be needed if using other co-researchers such as focus group co-facilitator.
Photo Methods PIS and consent forms	If you are using photo methods, then there are additional considerations about consent to use visual images. You should take the University data protection tutorial to ensure that you get appropriate consent and store the data appropriately. We highly recommend that you look at previous examples of PIS and consent forms prior to designing your own.
Support for participants after the research	If may be necessary to give participants information about support available to them at the end of an interview or focus group. This should be relevant to the topic you are researching. You should check that services are still running and that you have the right contact details on them.

Appendices:

- Initial interest flyer
- Head Teacher Information Sheet
- Head Teacher Consent Form
- School Staff Member Information Sheet
- School Staff Member Consent Form
- Parent/Carer Information Sheet
- Opting Out Form for Parents/Carers
- Child Information Sheet
- Child Opting Out Form
- Session Plan for introductory session with children
- Introductory session presentation
- Protocols (confidentiality, changing rooms, participants observations)
- Observation/Interview Proforma
- Expanded Account Proforma
- Code Memo Proforma
- Integrative Memo Proforma
- Reflective Log Proforma
- Debrief Session Plan
- Participant Record
- Pupil Sampling Record

Appendices included within overall dissertation appendices

Appendix 6: Email confirming ethical approval

From: David Gordon
Sent: 05 June 2018 13:41:38
To: Amy Bushell
Cc: Zaheda Tariq; SPS Ethics Applications Mailbox
Subject: Re: Ethics feedback - Amy Bushell

Dear Amy

Thank you for sending your revised Ethics form. I am happy with the changes you have made in response to the comments of the SPS Research Ethics Committee member and you now have ethical approval for this work.

Good luck with your research

Regards

David Gordon

Dave Gordon
Bristol Poverty Institute
Townsend Centre for International Poverty Research
University of Bristol
10 Woodland Road
Bristol BS8 1TZ, UK

Appendix 7: Head Teacher Consent Form

Promoting psychological wellbeing in schools: how do pupils experience physical education lessons and what can physical education contribute towards their sense of psychological wellbeing?

Headteacher Consent Form

This consent form refers to the various aspects of the above-named study. Ethical approval for this study has been granted by the School for Policy Studies Research Ethics Committee, University of Bristol. Please read the following information carefully and complete the section at the bottom of the page.

- I have read and understood the information sheet that I have been given about this study.
- I am aware the participation of this school is entirely voluntary, and that I can withdraw consent at any time (up until 10th December 2018).
- I am happy for this school to participate in the research study.
- I am happy for information sheets and consent forms to be passed to staff members responsible for PE, to the parents of year five children, and to the children themselves, to request their participation.
- I give consent for notes to be taken during observations and informal conversational interviews, and for consensual audio recordings to be made of discussions with pupils.
- I understand that the information provided by participants will inform a research dissertation, and potentially future research articles.
- I understand the anonymity of staff and children at the school will be protected, but that there is a potential limit to confidentiality, as only one school will be participating.
- I understand that the researcher will store all information securely during and at the conclusion of the project. The data collected will be stored on a secure research database and may be accessed as part of future studies by other researchers. Data will remain anonymous.

I, _____ of_____
School/Academy

have read and agree to all the above. Please tick as appropriate:

Yes	No

Signed: _____ Date: _____

For more information please contact myself: Amy Bushell ab16032@bristol.ac.uk / amy.bushell@bournemouth.gov.uk .My research supervisor at the University of Bristol can also be contacted for more information, or to make a complaint: Dr William Turner W.Turner@bristol.ac.uk

Appendix 8: School Staff Member Consent Form

Promoting psychological wellbeing in schools: how do pupils experience physical education lessons and what can physical education contribute towards their sense of psychological wellbeing?

School Staff Member Consent Form

This consent form refers to the various aspects of the above-named study. Ethical approval for this study has been granted by the School for Policy Studies Research Ethics Committee, University of Bristol. Please read the following information carefully and complete the section at the bottom of the page, if you give your consent to take part in this study.

- I have read and understood the information sheet that I have been given about this study.
- I am aware that my participation is entirely voluntary, and that I can withdraw consent at any time (up until 10th December 2018).
- I give my consent to participate in the research study.
- I am happy to meet with the researcher to plan dates, and to give an overview of the class needs, requirements and key information pertaining to current psychological wellbeing.
- I am happy to support the distribution of information sheets and consent forms to the parents of year five children, and to support the collation of their responses, including acting as a reference point for any concerns from children, and acting as their 'opt out' point.
- I give consent for the researcher to attend PE lessons that I am teaching or supporting as a 'participant observer', taking part in setting up/packing away, observing lessons, and speaking to children on an informal basis.
- I consent for notes to be taken during these 'participant observations', and for audio recordings to be made of conversations with children.
- I understand that the information gathered during the project will inform a research dissertation, and potentially future research articles.
- I understand the anonymity of staff and children at the school will be protected, through the use of pseudonyms, throughout all reports or possible future articles.
- I understand the potential limit to confidentiality, as only one school will be participating.
- I understand that the researcher will store all information securely, and anonymously.
- I understand that, at the end of the project, the data collected will be stored on a secure research database and may be accessed as part of future studies by other researchers. Data will remain anonymous.

I, _____ of _____ School/Academy

Yes	No

have read and agree to all the above. Please tick as appropriate:

Signed: _____Date: _____

For more information please contact myself: Amy Bushell ab16032@bristol.ac.uk / amy.bushell@bournemouth.gov.uk. My research supervisor at the University of Bristol can also be contacted for more information, or to make a complaint: Dr William Turner W.Turner@bristol.ac.uk

Appendix 9: Caregiver consent form (opt out)

Promoting psychological wellbeing in schools: how do pupils experience physical education lessons and what can physical education contribute towards their sense of psychological wellbeing?

Parent 'Opting-Out' Form

Please return this form to your child's class teacher if you do not give your permission for them to be involved in the above-named research study.

Your name: _____

Your child's name: _____

Please tick the box to indicate that you **do not** consent to your child participating in the above-named project. ☐

Signed: _____

Date: _____

Please return to your child's teacher 12th September 2018 if you do not wish for your child to take part.

For more information please contact myself: Amy Bushell ab16032@bristol.ac.uk / amy.bushell@bournemouth.gov.uk. My research supervisor at the University of Bristol can also be contacted for more information, or to make a complaint: Dr William Turner W.Turner@bristol.ac.uk . Ethical approval for this study has been granted by the School for Policy Studies Research Ethics Committee, University of Bristol.

Appendix 10: Child consent form (opt out)

Pupil Opt Out Form

Please tick the box if you **don't want** to take part in the research project about PE run by Amy Bushell ☐

My name:	
My school:	
Date:	

For more information, or to make a complaint, please contact Dr William Turner, School for Policy Studies, University of Bristol, 8 Priory Road, Bristol, BS8 1TZ. Email: William.Turner@bristol.ac.uk. Ethical approval for this study has been granted by the School for Policy Studies Research Ethics Committee, University of Bristol.

Appendix 11: Initial interest Flyer

Looking for expressions of interest...

Promoting psychological wellbeing in schools: how do pupils experience PE lessons and how might PE contribute towards their sense of psychological wellbeing?

What is the aim of the project?

This project aims to discover how primary school aged children feel about their PE lessons at school, and what is important to them about PE. The project will share pupil voices about their experiences of PE, and consider these in terms of how PE might help to contribute to psychological wellbeing. I will look forward to sharing my findings with the school and pupils taking part.

What does the project involve?

I am looking for a school to be involved over the Summer and/or Autumn term, 2018. Exact details are not yet confirmed, but it is likely that I will look to: observe pupils from the same class, in their PE lessons, over several weeks and speak with the children about what PE is like for them.

I am currently looking to find out which schools might be interested in taking part. Please contact me if you would like to have an informal discussion about the project. This will not be taken as a commitment to the project at this stage.

For more information please contact:

Amy Bushell – Trainee Educational Psychologist at Bournemouth Educational Psychology Service

{ HYPERLINK "mailto:Amy.Bushell@[redacted]gov.uk" }
/ { HYPERLINK "mailto:ab16032@bristol.ac.uk" }

Please get in touch by 28th February 2018.

Appendix 12: Introductory session plan

Total time: 1 hour (maximum) to

Time	**Activity**
First 5-10 mins	<u>Warm-up game</u> • Briefly introduce myself, and that I'm hoping work with the class over the Autumn Term. • Introduce the 'Would you rather?' game, featuring a series of questions where pupils have to stand up/sit down depending on their preference. For example: 'would you rather have a pet dog, or a pet cat?'
10-15 mins	<u>Introduce project</u> • Using the Power Point presentation as a basis, talk through the reason for me being in school, and the aims and stages of my project. • Invite pupils to ask questions and provide information as required.
2 mins	<u>Opting out</u> • Re-iterate what the pupils should do if they wish to opt out of the project. Signpost to the identified member of staff.
Remainder of lesson	<u>Getting to know the class</u> • Spend time with the class, moving between groups and individual children to learn names, and start to get to know characters within the room. Brief notes may be made to help with building relationships in the future, but not in relation to the overall study.

Table: Introductory session plan

Appendix 13: Introductory presentation

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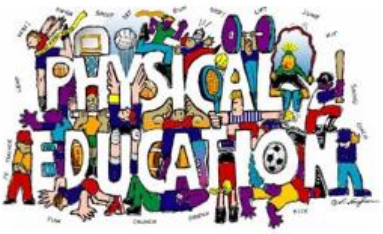
School for Policy Studies

Finding out about PE

A research project at XXX School

Amy Bushell



1

Who am I?

- My name is Amy Bushell.
- I am a researcher.

UNIVERSITY of BRISTOL

2

What am I doing and why:

- I am finding out about what it is like to do PE at your school.
- I would like to know how you feel about doing PE.
- This will help me to learn about how PE can help to make children feel good.

3

Why I am here:

- Your school has said that it is okay for me to find out about what PE is like here.

4

How will I do this?

- Come to your PE lessons, watch what you do, and sometimes join in (for example with getting kit out and packing away).
- Speak to you about PE.
- Make notes about what I see, and record what you tell me, if that's okay with you.

5

Your involvement:

- I have checked with your parents if it is okay to do this.
- But I would like to check if it's okay with you too.
- You don't have to take part. That's fine.
- You can change your mind later too, up until 10th Dec 2018.

6

How I will share information:

- I will keep things you tell me, or that I see, private UNLESS:
  I am worried that you or someone else is being hurt.
- I will write a report about what I find out, but I will change your name, and I will write to you about what is in it.
- My report will be read by lots of people.
- In the future, other researchers might use information about what I have found out, but they won't be told your real name.

7

Finding out more:

- If you are worried about the project at the start, or at any time during the project, you can talk to XXX (School Staff member).
- I am happy to talk to you about the project too.
- You can also contact my Supervisor at the University of Bristol:
- Dr William Turner, School for Policy Studies, University of Bristol, 8 Priory Road, Bristol, BS8 1TZ. Email: W.Turner@bristol.ac.uk

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8

What next?

- Information sheet
- Tell us (me or [staff member]) if you **DON'T** want to take part, or if you're worried about anything.

9

Any questions?

10

Appendix 14: Observation Proforma and completed observation sample

Observation/Interview Proforma

Week (X/10)	
Date	
Time of observation	
Adults present	
No. of children present	
Brief description of lesson (structure, activities, location etc)	

U= unsolicited comment

A= Antecedent

RQ	Observation area	Notes	U?
1,2,3	**Key components** of the lessons: main activities/themes that come from the lesson.		
1,2,3	**Concrete sensory** details: sights, sounds, smells		
1,2,3	**Behaviours** • Social systems and units • Interactions between children and adults • What is said by pupils • Facial expressions and gestures • Behaviour actions		
1,2,3	**Emotional expressions and attitudes** (verbal/non-verbal). Values and meanings?		

2	What **items** or 'artefacts' are used and how? How is the **space** used?		
1,2,3	**My general feelings and impressions**		

Based on: Emerson, Fretz and Shaw, 2011 and Whitehead, 2004

Informal conversational interviews

RQ	Core/incidental questions	Responses	Child?
1, 2	What is your favourite thing about PE?		
1,2	And your worst?		
2,3	Why do schools teach PE?		
2	What do you learn in PE? What are the most important things?		
1,2	If you had a magic wand, and could change one thing about PE, what would it be?		

Figure: Observation proforma

Sample of completed proforma

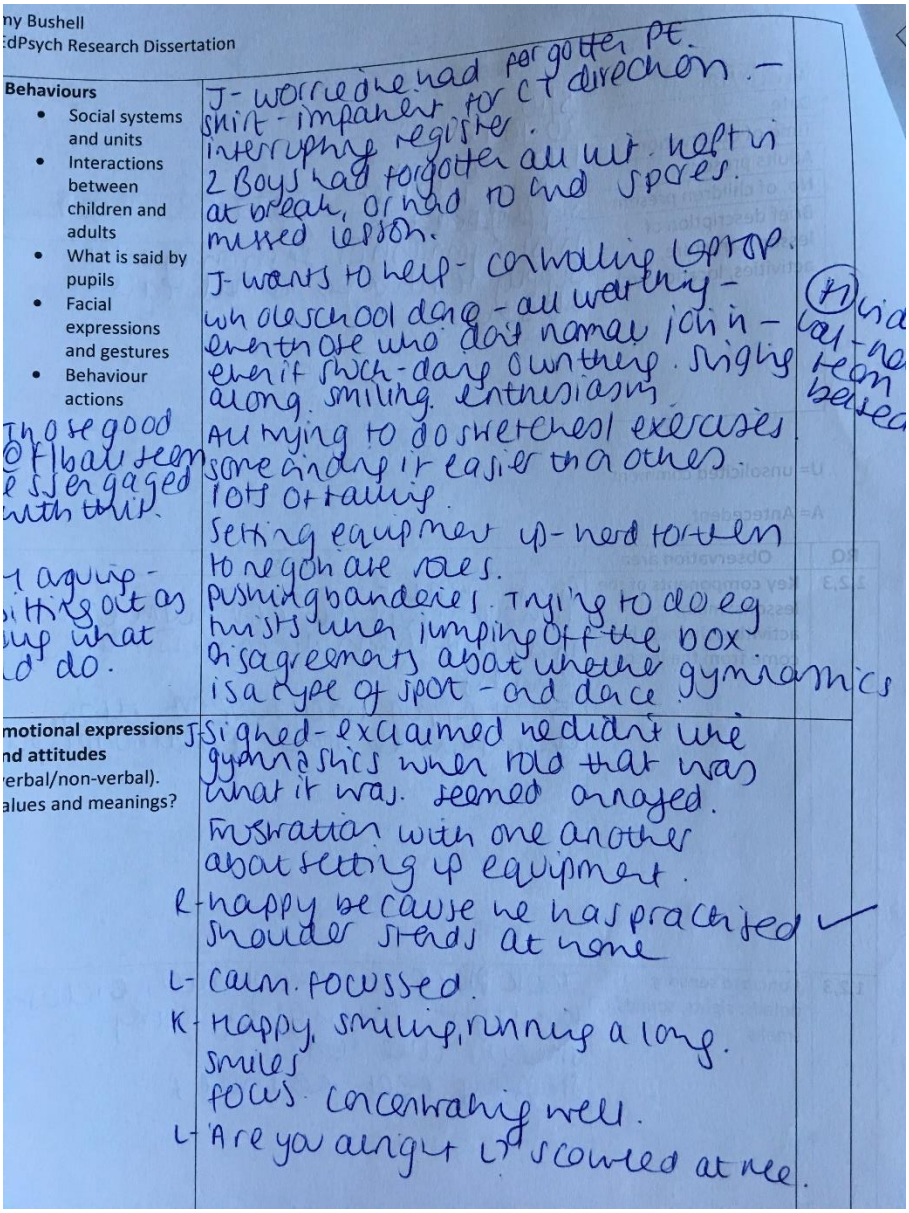


Figure: Completed field notes sample

Appendix 15: Expanded Account proforma and sample

Amy Bushell
DEdPsych Research Dissertation

Expanded session record/record for analysis

Week (X/10)	
Date	
Time of observation	
Adults present	
No. of children present	
Brief description of lesson (structure, activities, location etc)	

Participant observation

RQ	Observation area	Expanded notes	In-process memos	Open Codes	Focused Codes
1,2,3	**Key components** of the lessons: main activities/themes that come from the lesson.				
1,2,3	**Concrete sensory** details: sights, sounds, smells				
1,2,3	**Behaviours**				

Amy Bushell
DEdPsych Research Dissertation

	• Social systems and units • Interactions between children and adults • What is said by pupils • Facial expressions and gestures • Behaviour actions				
1,2,3	**Emotional expressions and attitudes** (verbal/non-verbal). Values and meanings?				
2	What **items** or 'artefacts' are used and how? How is the **space** used?				
1,2,3	**My general feelings and impressions**				

Amy Bushell
DEdPsych Research Dissertation

Based on: Emerson, Fretz and Shaw, 2011 and Whitehead, 2004

Informal conversational interviews

RQ	Core/incidental questions	Transcribed responses	In-process memos	Open Codes	Focused Codes
1, 2	What is your favourite thing about PE?				
1,2	And your worst?				
2,3	Why do schools teach PE?				
2	What do you learn in PE? What are the most important things?				
1,2	If you had a magic wand, and could change one thing about PE, what would it be?				

Figure: Expanded account proforma

Sample:

Amy Bushell
DEdPsych Research Dissertation

Expanded session record/record for analysis

Week (X/10)	5/10
Date	30.10.18
Time of observation	1.10-2.20PM
Adults present	Supply teacher leading the session, myself, and a SCITT trainee teacher observed the first part of the lesson.
No. of children present	29
Brief description of lesson (structure, activities, location etc)	This was the first indoor PE session of the term, where the boys were doing gymnastics. It was also taught be the school cover supervisor.

Participant observation

RQ	Observation area	Expanded notes	In-process memos	Open Codes	Focused Codes
1,2,3	**Key components** of the lessons: main activities/themes that come from the lesson.	After having gotten changed into their PE kit, the boys went down to the school hall. They were asked to remove their shoes and sit on the floor. They then carried out a warm-up activity, which was to do their school dance. To help them remember the moves, the teacher showed a video of the whole school doing the dance, led by the two PE teachers, out on the school field. The boys watched the video and copied the moves.	I noticed that the boys all seemed to really enjoy doing the school dance. Although they were initially chatty. Once the music was louder and their attention captured, every single pupil gave it their best go to complete the dance. There were lots of smiles, and pupils seemed to solely be focussing on the video and on copying the moves shown. Even for pupils who were finding some of the moves and coordination difficult, it seemed that they were content doing their own version of the dance. This seemed such a great way to		

		There were then a series of core strengthening conditioning exercises the boys were asked to do to warm up. The boys got out the equipment, and there were four stations. The teacher split them into groups, and they had about 5 minutes at each station carrying out the assigned activity. The lesson ended before everyone had had a chance to do each activity.	capture attention, and get the pupils engaged ready for the start of the lesson. I wondered how the boys engagement in the school dance might relate to feelings of connectedness and belonging. The fact that it was the 'school' dance, rather than a more generic dance that the group had been taught might have led the boys to feel included and a part of the school in a way they might not otherwise have done. In addition, the fact that it was recorded on video, and that this video featured all of the pupils validated their position as valued members of the school community. This was a really positive way to start the lesson – fostering this sense of connection and building pupil's self-esteem about seeing themselves on the video, and also about their skills in dance. Sort of an affirmation for their skills. Lots of enthusiasm, smiling, and engagement.		
1,2,3	**Concrete sensory** details: sights, sounds, smells	This was the first lesson that took place in the school hall. This was a light and airy room, which had big windows and lots of skylights. The ceiling was high. Despite this, and it's size as a room, it did feel more enclosed that the playing field, as one might expect. I also noticed that it smelt of school dinners and food, possibly having been used for lunches shortly before the PE lesson. When the pupils first took their shoes off, the sound of their feet slapping against the hard floor was noticeable, though my awareness of this lessened over time. The music for the school dance was comfortably loud. Several of the pupils complained about the hard floor they were having to do their strengthening exercises on. These exercises did require the pupils to place weight/pressure on their	Although the air was fresh and the room spacious, this definitely felt more enclosed, and I came away with less of a sense of having gotten air into my lungs. It felt more stagnant.		

Figure: Sample expanded account

Appendix 16: Reflective Account proforma and sample

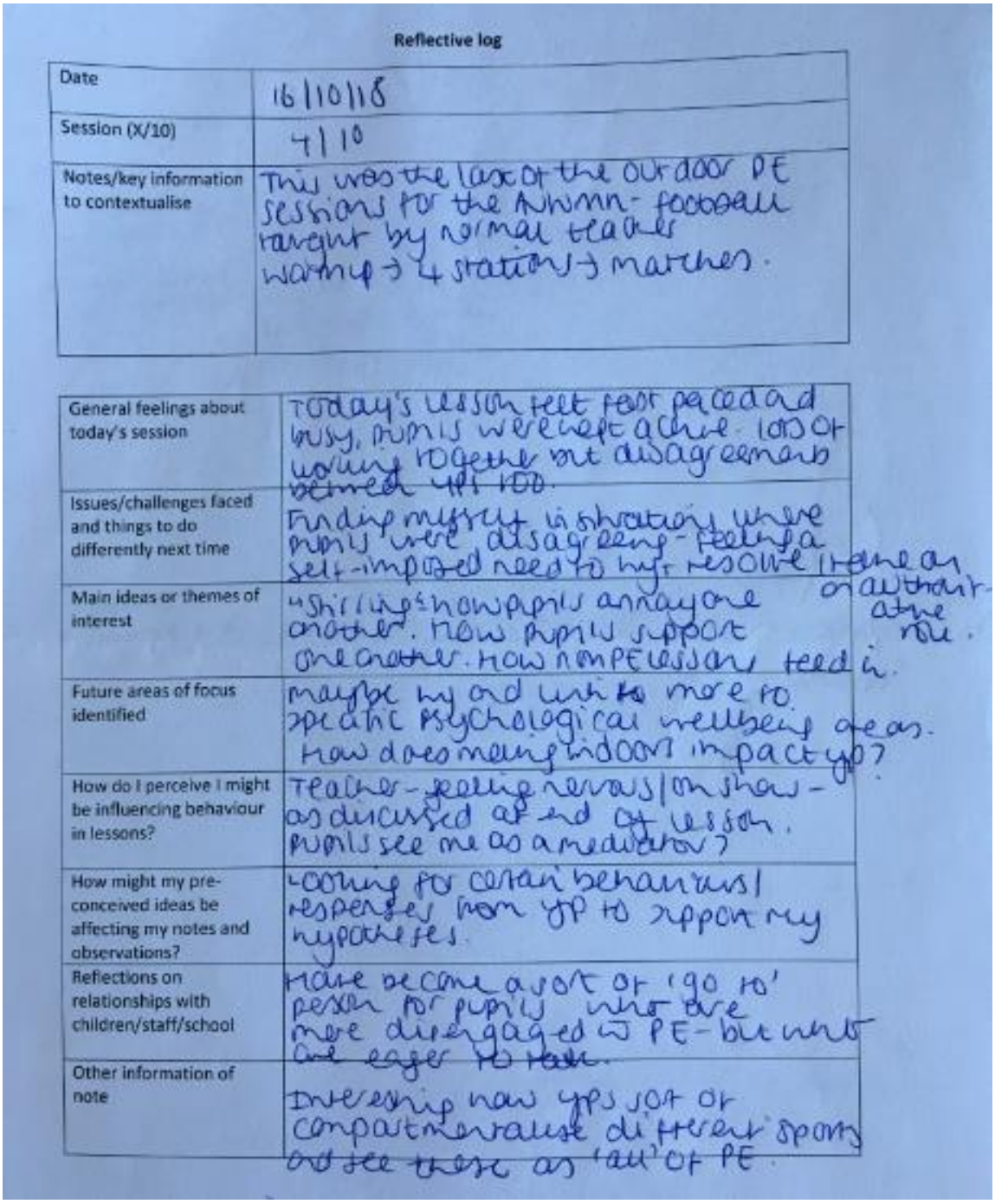
Reflective log

Date	
Session (X/10)	
Notes/key information to contextualise	

General feelings about today's session	
Issues/challenges faced and things to do differently next time	
Main ideas or themes of interest	
Future areas of focus identified	
How do I perceive I might be influencing behaviour in lessons?	
How might my pre-conceived ideas be affecting my notes and observations?	
Reflections on relationships with children/staff/school	
Other information of note	

Figure: Reflective log proforma

Sample reflective log:



Reflective log

Date	16/10/18
Session (X/10)	7/10
Notes/key information to contextualise	This was the last of the outdoor PE sessions for the Autumn- football taught by normal teacher warm up → 4 stations → matches.
General feelings about today's session	Today's lesson felt fast paced and busy. Pupils were kept active lots of working together but disagreements between ~~the~~ ~~PPA~~ too.
Issues/challenges faced and things to do differently next time	Finding myself in situations where pupils were disagreeing - feeling a self-imposed need to try resolve them or at least attempt to.
Main ideas or themes of interest	"Shirking" - how pupils annoy one another. How pupils support one another. How PE lessons feed in.
Future areas of focus identified	maybe try and link more to specific psychological wellbeing areas. How does mental health impact yp?
How do I perceive I might be influencing behaviour in lessons?	Teacher - feeling nervous/on show - as discussed at end of lesson. Pupils see me as a mediator?
How might my pre-conceived ideas be affecting my notes and observations?	Looking for certain behaviours/ responses from yp to support my hypothesis.
Reflections on relationships with children/staff/school	Have become a sort of 'go to' person for pupils who are more disengaged in PE - but who are ~~and~~ eager to ~~have~~.
Other information of note	Interesting how yps sort of compartmentalise different sports and see these as 'all' of PE.

Figure: Sample of completed reflective log

Appendix 17: Debrief session plan

Total time: 1 hour (maximum)

Time	**Activity**
5-10 mins	<u>Re-cap on project</u> • Reminder of what the project has been about. I may use the original Power Point slides to support with this, or key words on a flipchart/whiteboard to talk through what I have been doing.
10 mins	<u>Overview of key findings</u> • Key findings will be presented as a Power Point presentation, and pupils will be invited to give their thoughts and tell me if they think I've got it right/wrong or if there is more information to add. These thoughts will then be added into my written account. Pupils will be encouraged to share if there are any aspects of the project they have liked/found difficult.
5 mins	<u>Outline next steps</u> • I will describe to the pupils what will be happening next with my study and the information about them, and about how I will be sending in a report to them, as a record of the information I have found out.
10-15 mins	<u>Closing activity</u> • Activity to draw my involvement to a close. The exact activity will be determined based on the knowledge I have gained of the group, and the things that they like to do. However, it will have an emphasis on promoting self-esteem and positive self-view, and on celebrating the positive characteristics of the pupils in and outside of the PE lesson domain. • I will then remain with the pupils for the rest of the lesson, joining in with class activities and speaking with the children more generally. At the end of the lesson, I will then leave the setting, marking the end of this phase of my project.

Table: Debrief session plan

Appendix 18: Code memo proforma and sample

Code Memo

Date	
Focus of memo	
Notes/key information	

Memo

Figure: Code memo proforma

Sample

Code Memo 5

Date	01.02.19
Focus of memo	Wearing bibs
Notes/key information	For all the team-based games pupils were required to wear bibs denoting their team colour.

I was interested by how the pupils engaged with the bibs that they were required to wear for their football sessions where they worked in teams. The class teacher had organised the groups prior to the session, so there was no need for pupils to negotiate and plan their groups. Each group was then assigned a colour bib to wear. Most pupils simply put their bibs over their heads and wore them in the normal fashion. For a few, and particularly where the bibs were a little broken, it seemed difficult for them to get their bibs over their heads correctly. For others, they chose to wear their bibs in different ways.

I noticed that initially, one of the bib changes was related to a particular coloured team. Some members of this group wore their bibs so that it was at an angle – possibly with their head out through an arm hole rather than the head hole. Several members of the group adopted this approach, and I wondered if it were a further way in which they confirmed their group identity. However, I later noted that some of the other children had adjusted their bibs and were wearing them in this sideways manner. These children were not the natural friendship group of the others. I wondered what the motivations of these children were: were they simply aligning themselves with peers that they liked or admired, were they seeking to identify as similar to this group? Or were they simply experimenting with their own identity?

I linked this to conversations I had had with pupils regarding kit and the variety of kits that they were wearing. Some pupils had their own football kits with their names on, whereas others wore one of the several versions of the school kit. Prior to after school football tournaments, other children attended their PE lesson in the school football team kit.

This could also link to their perceptions about their physicality and appearance. Perhaps children are more attuned to this at this stage than we originally thought.

Figure: Code memo sample

Appendix 19: Integrative memo proforma and sample

Integrative Memo

Date	
Focus of memo	
Notes/key information	

Memo

Figure: Integrative memo proforma

Sample

Integrative Memo

Date	13.02.19
Focus of memo	Sensory processing
Notes/key information	Examples of sensory processing behaviours

Reflecting on some of the expanded accounts, I noticed that there were a few examples of times where participants exhibited behaviours that could potentially be indicative of sensory processing differences. This resonated with several of the other key observations I had made over the course of the data collection:

- Individual differences, on a number of levels. I reflected on how we all have own individual needs and areas of strength and challenge. I thought about sensory processing on a spectrum, whereby we each respond to our sensory environment in graduated ways. PE teachers need to be aware of these differences and how they might affect individuals.
- The physical PE environment. This may bring additional challenges for some children and young people, or at the very least, means that pupils need to readjust several times over the course of the lesson as they move about different locations. This is different to other school lessons which may be more static.
- Relationships with peers. Schools need to be aware of how peers might understand any sensory processing differences displayed by their classmates. They may be accepting or unaccepting or may not notice. Reactions might affect the self-concept of the affected child and contribute to their peer relationships.
- Lastly, the behaviours I have noted might not reflect sensory processing differences. They may instead be more related to the emotional processing ability of the children concerned. It is important that I keep an open mind.

Figure: Integrative memo sample

Appendix 20: Confidentiality Protocol

Through the information sheets and consent forms, participants will be made aware of the potential limits to confidentiality, which are as follows:

- Only one school will be taking part in this research project. As such, it may be possible to identify the school, and individuals that have taken part, if individuals reading the report are familiar with the setting.
- Additionally, if a pupil discloses information, through the course of the project, regarding harm or potential harm to themselves or another I, the researcher will act in accordance with the safeguarding policy of the setting and will inform the Designated Safeguarding Officer for the school.

In order to protect anonymity in the report and subsequent dissemination of findings, pseudonyms will be used throughout.

Appendix 21: Participant Changing Protocol

From my experiences in primary school settings to date, I understand that pupils often get changed for their physical education (PE) lessons in their normal classrooms, with males and females in separate rooms. I felt it was important to consider how I would manage this situation and my position within the school at this time.

In considering my approach to pupil changing arrangements, I firstly considered whether I should, as a rule, remove myself from all situations where pupils were changing. I felt that this would prevent any issues or further concerns arising. However, from my literature review, I am aware that the school changing rooms are an environment in which many situations and experiences relevant to the topic of pupil wellbeing, and pupil experiences of PE, occur. Pupils feelings around changing in front of peers, about their body image and about their friendship groups and social contexts often play out within such a setting. I therefore felt that, by avoiding changing room situations, I could risk missing valuable data about children's constructions of their experiences.

In light of this, the following steps will be taken to enable access to PE changing rooms in a responsible and ethical manner:

- I have an enhanced DBS check.
- I will request that a member of school staff is present in the room at all times.
- No recording equipment will be taken into any changing area.
- I will step back from my 'participant' role in changing scenarios: children will be asked to request help with dressing etc. from adults employed by the school.
- Care will be taken to ensure that these periods of observation and subsequent notes are focussed on conversations and social situations that are occurring within the context of changing.
- My field notes will not include names, or pseudonyms of pupils.

Appendix 22: Head Teacher Information Sheet

Promoting psychological wellbeing in schools: how do pupils experience physical education lessons and what can physical education contribute towards their sense of psychological wellbeing?

Headteacher Information Sheet

Dear Headteacher,

My name is Amy Bushell, and I am a second year Educational Psychology student at the University of Bristol. I am currently on placement as a Trainee Educational Psychologist with the XXX Educational Psychology Service.

What is the purpose of this research project?

This study aims to explore how children construct their experiences of their physical education (PE) lessons at school. It aims to understand what children think, and how they feel about their PE lessons. It hopes to identify the important aspects of PE for children. Their views will be examined through the lens of 'psychological wellbeing'. Rather than aiming to evaluate teaching practice, this study aims to use the voices of children to illuminate the potential areas in which PE could be used to support a 'whole school approach' to psychological wellbeing.

Why has my school been identified?

Your school has been identified as a possible participant in this study because it is a mainstream primary school within the local authority catchment area. You have been contacted as you expressed interest in finding out more about the study.

What will happen if I agree to take part?

If you agree for your school to participate in this study, the project is planned to progress as follows:

- Consent to participate will be sought from a year five class teacher, or other staff member, who is responsible for teaching PE to a year five class. Consent will be sought from the parents of children in a year five class. The teacher will be asked to indicate their agreement to participate, whereas parents will be asked to 'opt out' if they are not in agreement with their child's participation. No notes or audio recordings will be made in relation to children where parents have opted out, and these children will still be able to participate in their PE lesson as normal.

- Once staff and parental consent has been obtained, I would like to have an introductory session with the year five class. This will involve me introducing myself to the whole class, telling them a little bit about the project, and obtaining their consent to participate on an 'opt out' basis. I would like to spend some time getting to know the class. This will be early in the Autumn Term.

- After this initial session, I would like to observe 10 PE lessons. I might join in with some of the activities, such as setting up/putting away equipment. I will make notes as I observe on factors such as interactions between children, friendships groups, verbal and non-verbal communication and participation of children. This will be over the course of the Autumn term, with dates agreed with the teacher leading the lesson.

- Through the course of these sessions, I will also speak with all of the (consenting) children in the class, asking them questions about their views and feelings about PE, and about the activities they are doing. This will be on an informal, conversational basis. I will record their responses on a Dictaphone at times but will always check their consent prior to doing so.

- At the end of the data collection stage, I would like to spend some time debriefing the whole class, feeding back some of my findings, and 'checking' I've understood their thoughts and views.

- At the conclusion of my data collection, I will collate and analyse my notes and the transcripts, and these will form the basis of my research dissertation.

  <u>What will happen if I decide not to take part?</u>

  You may decide that it is not possible for your school to take part in this study at this time: participation is entirely voluntary. Additionally, you may choose to withdraw your school from the study. However, once consent has been given, the deadline to withdraw is 10th December 2018.

  <u>How will confidentiality and anonymity be maintained?</u>

  Pseudonyms will be used for your school, for staff and for pupils throughout. However, only one school will be taking part in this study, and so there is the possibility that your school might be identifiable. For example, others outside of the school might know that the school was working on the project, and later read the report. Therefore, there are some limits to confidentiality.

  In terms of recording, brief handwritten notes will be created in the observation sessions. These will be expanded when they are written up electronically. Dictaphones will be used to

record the brief discussions with pupils. Transcripts will be created. All data will be stored on an encrypted device or secure system during the analysis stage and will then be moved to the University of Bristol's secure data storage in the longer term. Data may be used for future research projects subject to the nature of such studies.

What will my school's information be used for?

The information gathered through the research process will be used to help understand how pupils experience PE lessons, and how this affects their sense of wellbeing. It will be used to illuminate how, from the perspective of children, PE can be utilised to promote a 'whole school approach' to psychological wellbeing.

How will I find out the project results?

Summaries of the study results will be produced for staff, pupils and parents. These will not be available until later in the 2018-2019 academic year. I would additionally be pleased to discuss with you any other ways in which it would be helpful to share results with you.

If, on the basis of the information above, you are in a position to consent for to this study taking part in your school, I invite you to complete the attached consent form.

For more information please contact myself: Amy Bushell ab16032@bristol.ac.uk/ [redacted] or my research supervisor at the University of Bristol: Dr William Turner W.Turner@bristol.ac.uk

Appendix 23: School Staff Member Information Sheet

Promoting psychological wellbeing in schools: how do pupils experience physical education lessons and what can physical education contribute towards their sense of psychological wellbeing?

School Staff Information Sheet

Dear Staff Member,

My name is Amy Bushell, and I am a second year Educational Psychology student at the University of Bristol. I am currently on placement as a Trainee Educational Psychologist with the XXX Educational Psychology Service.

What is the purpose of this research project?

This study aims to explore how children construct their experiences of their physical education (PE) lessons at school. It aims to understand what children think, and how they feel about their PE lessons. It hopes to identify the important aspects of PE for children. Their views will be examined through the lens of 'psychological wellbeing'. Rather than aiming to evaluate teaching practice, this study aims to use the voices of children to illuminate the potential areas in which PE could be used to support a 'whole school approach' to psychological wellbeing.

This project is about pupil views and perceptions and is not concerned with critiquing teaching practice or appraising the performance of staff.

Why have I been identified?

You have been contacted as a possible participant in this study because the project is concerned with the experiences of year five pupils in regard to their PE lessons. As this is an age group with whom you work, and with whom you are involved with in terms of PE, you have been identified as a possible participant.

What will happen if I agree to take part?

The following table shows the different stages of the project, and what your likely involvement would be at each stage.

When	What	Your potential involvement
June 2018	Initial planning meeting to discuss dates and timings, and to gain an overview of any specific needs of the class that require may adjustments (e.g. hearing/physical or learning needs). Basic information will also be gathered regarding any mental health needs or circumstances that may affect children within the class in terms of their baseline psychological wellbeing.	Meeting with myself, the researcher, to plan in dates, and discuss the practicalities of the project, as well as gather an overview of the class.

Jun – Jul 2018	'Opt out' consent forms to be sent home to parents and guardians of a year five class.	Distributing these to the class and alerting myself to any 'opt out' requests.
Sept - Dec 2018	Initial introductory session (brief introduction from myself followed by time with the class). I would like to attend weekly PE lessons for 10 weeks as a 'participant observer'. This would mean that I mostly observe the PE lessons, but that I would also join in with activities like helping set up/pack away equipment and talk to children as the lessons unfold. I will speak with children on an informal, conversational interview basis, in some instances using a set of pre-prepared questions and at other times asking questions about events happening in the PE lesson. I might use an audio recorder to record comments made by pupils.	Supporting the initial part of this session and having me join the rest of your lesson. Providing a point of contact for pupils who wish to opt out and facilitating the completion of 'opt out' forms. Having me join the PE lessons, observe and join in with some activities, make notes on factors such as interactions between children, friendships groups, verbal and non-verbal communication and participation of children, and speak with the children occasionally about their views of PE.
Jan 2019	Pupil feedback/debrief session: I will come along to class to mark the end of my involvement. I'll share with the class some of the information I have gained and will check that I've understood correctly.	Having me join you for part of a lesson at the end of the academic year.

During and at the conclusion of my data collection, I will collate and analyse my notes and transcripts and these will form the basis of my research dissertation.

<u>What will happen if I decide not to take part?</u>

You may decide that you would prefer not to take part in this study at this time: your participation is entirely voluntary. Additionally, you may choose to withdraw your initial consent to participate from the study. However, once consent has been given, the deadline to withdraw is 10th December 2018.

How will confidentiality and anonymity be maintained?

Pseudonyms will be used for your school, for staff and for pupils throughout. However, only one school will be taking part in this study, and so there is the possibility that your school might be identifiable. For example, others outside of the school might know that the school was working on the project, and later read the report. Therefore, there are some limits to confidentiality.

In terms of recording, brief handwritten notes will be created in the observation sessions. These will be expanded when they are written up electronically. Dictaphones will be used to record the interviews. Transcripts will be created. All data will be stored on an encrypted device or secure system during the analysis stage and will then be moved to the University of Bristol's secure data storage in the longer term. Data may be used for future research projects subject to the nature of such studies.

What will my information be used for?

The information gathered through the research process will be used to help understand how pupils experience PE lessons, and how this affects their sense of wellbeing. It will be used to illuminate how, from the perspective of children, PE can be utilised to promote a 'whole school approach' to psychological wellbeing.

How will I find out the project results?

Summaries of the study results will be produced for staff, pupils and parents. These will not be available until later in the 2018-2019 academic year. I would additionally be pleased to discuss with you any other ways in which it would be helpful to share results with you.

If, on the basis of the information above, you would like to give your consent to take part in this study, I invite you to complete the attached consent form.

For more information please contact myself: Amy Bushell ab16032@bristol.ac.uk / [redacted] or my research supervisor at the University of Bristol: Dr William Turner W.Turner@bristol.ac.uk

Appendix 24: Parent/Carer Information Sheet

Promoting psychological wellbeing in schools: how do pupils experience physical education lessons and what can physical education contribute towards their sense of psychological wellbeing?

Parent/Guardian Information Sheet

Dear Parent/Guardian,

My name is Amy Bushell, and I am a second year Educational Psychology student at the University of Bristol. I am currently on placement as a Trainee Educational Psychologist with the XXX Educational Psychology Service.

I am writing to you today because the Headteacher at your child's school, XXXX, has given their permission for the school to be involved in my research project, which is called: 'Promoting wellbeing in schools: how do pupils experience PE lessons and what can PE contribute towards their sense of wellbeing?' I am writing to give you more information, and to check with you that it is okay for your son/daughter to be involved.

What is the purpose of this research project?

This study aims to explore how children think about their experiences of their physical education (PE) lessons at school. It aims to understand what children think, and how they feel about their PE lessons. It hopes to identify the important aspects of PE for children. Their views will be examined through the lens of 'psychological wellbeing'. Rather than aiming to evaluate teaching practice, this study aims to use the voices of children to illuminate the potential areas in which PE could be used to support a 'whole school approach' to psychological wellbeing.

Why has my child been identified?

Your son/daughter has been identified as a possible participant as they are within the age group that this study is concerned with, year five. Their school provides PE lessons for pupils on a regular basis and is interested in knowing more about how PE can be linked to increasing pupil wellbeing.

What will happen if I agree for my son/daughter to take part?

If you agree for your son/daughter to participate in this study, they will be involved as follows:

- You child will attend an introductory session in which I would introduce myself and my project and seek their consent to be involved. This will be at the beginning of the Autumn Term.

- I will then visit the school on a weekly basis over the Autumn Term and carry out 'participant observations' in PE lessons. This means that I will observe whole class PE activities, joining in with some activities (such as getting out and packing away equipment), and informally speaking with children during the lesson about their views of PE.

- During the PE lessons, I will make brief handwritten notes on factors such as interactions between children, friendships groups, verbal and non-verbal communication and participation of children. The actual performance or skills of children is not being considered in this study, and no notes will be made on this.

- During the lessons, when I speak to the children, I may record some of the comments made using an audio recorder, but I will check with children at the time if they are happy for me to do this.

- I will then return to school at the beginning of the Spring Term (2019) and speak with your child's class about what I have found out and check my understanding.

- My findings from my experiences in school will form a key part of my doctoral research dissertation.

- Please note: In the project planning stages, I will be gathering basic information from your child's school regarding whether the children participating have any additional needs which I may need to make any adjustments for (e.g. physical or learning needs). I will also be gathering basic information to identify whether any children participating currently have a diagnosed mental health problem or are experiencing circumstances which may temporarily affect their sense of wellbeing (e.g. a bereavement) and impact upon study findings.

  <u>What will happen if I decide I do not want my son/daughter to take part?</u>

  Your child's participation in this study is entirely voluntary. If you would prefer it that your son/daughter does not participate, then I will not make any notes, or record any information about them during my project. Additionally, you can change your mind about your child's participation at a later stage. You can withdraw permission for your child's participation at any point before 10th December 2018. Any notes relating to them will then be destroyed and will not be used in the final project.

  <u>How will confidentiality and anonymity be maintained?</u>

  All children and staff taking part in the study will be assigned a pseudonym (alternative name), and information that might enable their identification will not be included in the study. However, only one school will be taking part in this project, and so there is a small possibility that your child might be identifiable. For example, others outside of the school might know that the school was working on the project, and later read a report.

  In terms of recording, brief handwritten notes will be created in the observation sessions. These will be expanded upon when they are written up electronically. All data will be stored on an encrypted device or secure system during the analysis stage and will then be moved to the University of Bristol's secure data storage in the longer term. Data may be used for future research projects subject to the nature of such studies.

  <u>What will my son/daughter's information be used for?</u>

The information gathered through the project will be used to help understand how pupils experience PE lessons, and how this affects their sense of wellbeing. It will be used to help identify ways that schools might consider changing their PE lessons so that they support with wellbeing.

How will I find out the project results?

Summaries of results will be produced for staff, pupils and parents later during the 2018-2019 school year.

How to give your consent

At this point in the project, **I am asking parent and guardians to let me know if they do not wish for their child to take part.** If this applies to you, **please return the attached form to your child's class teacher by 12th September 2018.** If you have not returned this form by 12th September it will be assumed that you give your permission for your child to participate in this stage of the study.

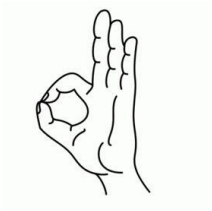
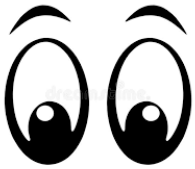
For more information please contact myself: Amy Bushell ab16032@bristol.ac.uk / [redacted] or my research supervisor at the University of Bristol: Dr William Turner W.Turner@bristol.ac.uk

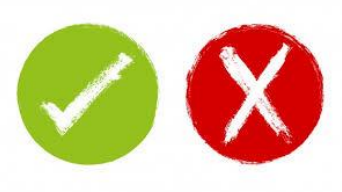
Appendix 25: Child Information Sheet

Child Information Sheet

	My name is Amy Bushell. I am a researcher. This means that I am interested in finding out information about different things.
	I am doing a research project. My project is about PE lessons at school and how they make children feel.
	It is important to find out about this, so that we can learn about what you think makes you happiest about doing PE in school.

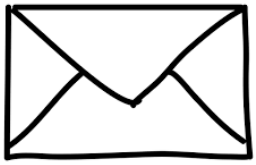
	I would like to know more about what it is like for you when you do PE at school. I am interested in finding out what you enjoy, and what you perhaps don't like as much, about PE.
	I would like to know how PE makes you feel. For example, I would like to know if there are times that PE makes you feel happy or feel sad. Other feelings about PE are okay too.
	I would like to come to some of your PE lessons during the Autumn Term. Your parents and teachers have said that this is okay and have told me a little bit about you. I would like to see if you think it is okay to take part too.

	If you don't want it to happen, that is okay too. You can speak to me, or [staff member] if you don't want to take part, or if you're worried about anything in the project.
	I would like to come along and watch your PE lessons and see what you do. I would like to join in some of the activities, like setting up and packing away, so I know what it might feel like to do PE at your school.
	I would like to speak to you sometimes in PE and find out what you think about it.

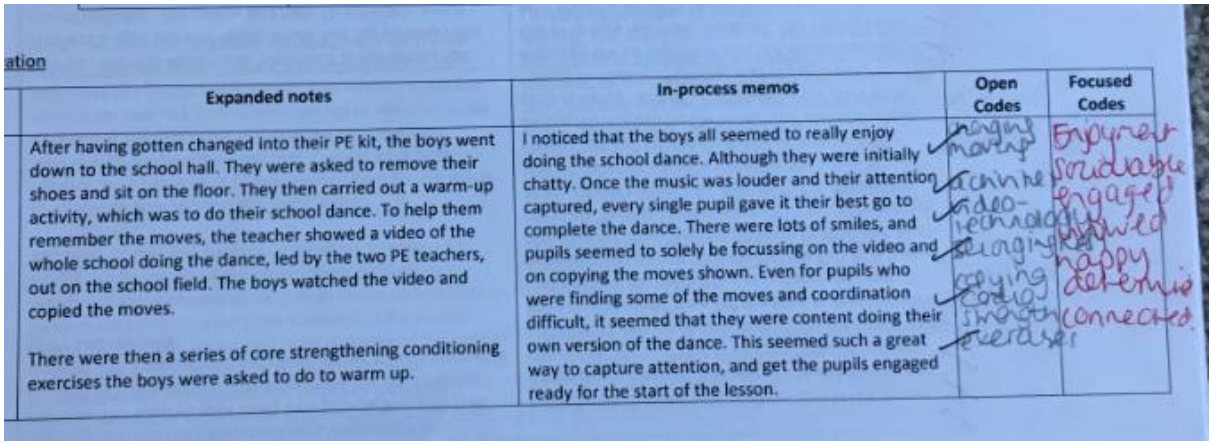
	Sometimes when I'm doing this, I will write things down. This is to help me remember what happens. I will keep these notes very safe.
	Sometimes, I might ask you if I can record the things you tell me about PE on an audio recorder. I will only do so if you say yes. I will keep the recordings very safe.
	When you tell me things about PE, I will keep these private and will not tell anyone else. But, if I think you or someone else is in danger, then I will have to tell someone about this.
	In the Spring Term, I will come back into school and tell you about what I've found out, and check I've gotten it right.

	When I have finished finding out about PE, I will write a big report. This report will be about everything I have found out, and about how PE makes children feel. Lots of people will read this report.
	I will write to you to tell you what I have put in my report.
	In my report, I will write about things that I have seen in school. I won't put your name in my report, I will give you a different name instead. This will help stop other people from knowing that you were in my project.

	In the future, other researchers might be able to see or use information about you from my report. They won't know your real name.
	It's completely up to you whether you would like to take part in the project. If you don't want to take part, you'll do your PE lessons as normal, but I won't write any notes about things that you say or do.
	If you decide you would like to take part, it is okay to change your mind later on (up to 10th December 2018). You can tell me, or your teacher if you don't want to take part anymore, and your information won't be used.

	I have sent a letter to your parents about the project. Your teachers at school know all about it too.
	You can also find out more information from this person: William Turner, School for Policy Studies, University of Bristol, 8 Priory Road, Bristol, BS8 1TZ. Email: William.Turner@bristol.ac.uk

Appendix 26: Examples of open and focused coding



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Expanded notes	In-process memos	Open Codes	Focused Codes
After having gotten changed into their PE kit, the boys went down to the school hall. They were asked to remove their shoes and sit on the floor. They then carried out a warm-up activity, which was to do their school dance. To help them remember the moves, the teacher showed a video of the whole school doing the dance, led by the two PE teachers, out on the school field. The boys watched the video and copied the moves. There were then a series of core strengthening conditioning exercises the boys were asked to do to warm up.	I noticed that the boys all seemed to really enjoy doing the school dance. Although they were initially chatty. Once the music was louder and their attention captured, every single pupil gave it their best go to complete the dance. There were lots of smiles, and pupils seemed to solely be focussing on the video and on copying the moves shown. Even for pupils who were finding some of the moves and coordination difficult, it seemed that they were content doing their own version of the dance. This seemed such a great way to capture attention, and get the pupils engaged ready for the start of the lesson.	singing moving dance video- technology singing copying coordination smooth exercises	Enjoyment Sociable engaged happy determined connected

Figure: Sample of open and focused coding

Appendix 27: Emotion Stanzas

The following emotion stanzas (Saldaña, 2016) reflect the feelings were created following the process of focused emotion coding that took place. A range of emotion stanzas are included, capturing the feelings of the whole class, key characters and myself on a session by session basis, as well as stanzas for the key characters and myself over the 10 weeks.

Upon reflection it was felt that some feelings came through more strongly and were experienced by a greater number of participants/felt more strongly than others. Therefore, font size has been used to demonstrate **my perception** of the strength of each feeling. The larger the word, the more widely it seemed to be experienced within the 5P. The largest words portray feelings that seemed to be universally experienced within the group, or most strongly by the individual. The medium sized words apply to groups within 5P (or moderately felt by the individual) and the smallest relate to individual participants or small, isolated incidents (or less significant feelings in individuals).

<u>Whole class emotion stanzas</u>

Week one:

Sociable, busy, excited, distracted, motivated.

Worried, tearful, supported.

Unhappy, angry, closed.

Chatty, animated, encouraging, supportive.

Thoughtful, engaged, motivated.

Passive, reluctant.

Argumentative.

Connected, united, cohesive, related.

Separate, isolated.

Sneaky, smiling, joyful, proud, free.

Aggressive.

Confident, supported, recognised, engaged, heard.

Week four:

Positive, supportive, supported, connected, encouraging.

Concerned, excited, anxious, frustrated, dismissive.

Belonging, supportive.

Impulsive, testing.

Provoking, agitating, targeting.

Confused, directionless, tentative.

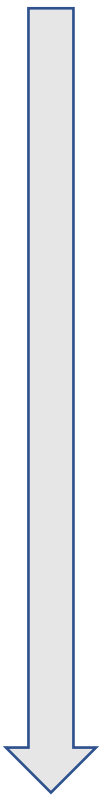
Angry, annoyed, provoked.

Reasonable, rational, overwhelmed.

Calmer, aroused.

Self-conscious, suspicious.

Overall (over the course of the data collection period):

Week one  Week ten	Unsure, excited. Happy, argumentative. Unsure, engaged, disorganised. Argumentative. Excited, unsure, engaged. Happy, motivated, enthusiastic. Engaged, positive, excited. Connected, excited, enthusiastic. Engaged, excited. Happy, excited, supportive.

Key character emotion stanzas

Harry: Week one

Reluctant, angry.

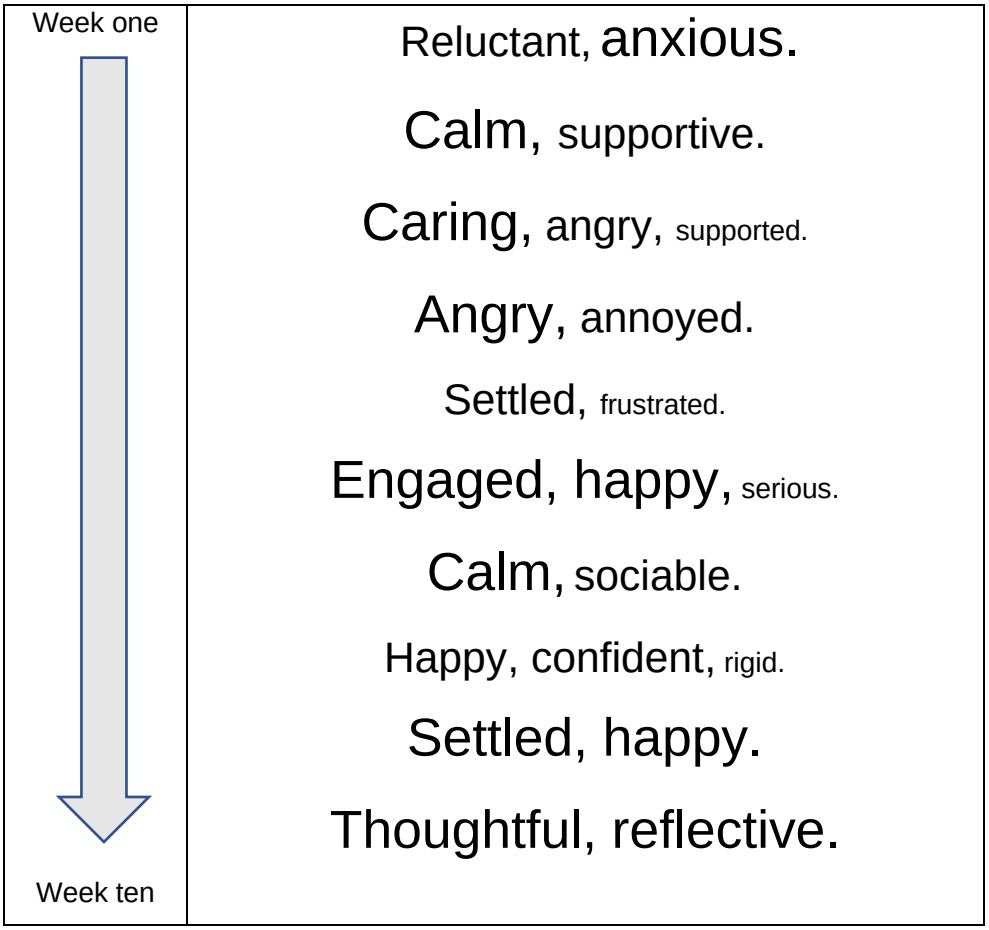
Disengaged.

Friendly.

Conflicted, anxious, worried.

Misunderstood.

Harry: whole data collection period



Oscar: Week two

Upset.

Isolated, excluded.

Tearful.

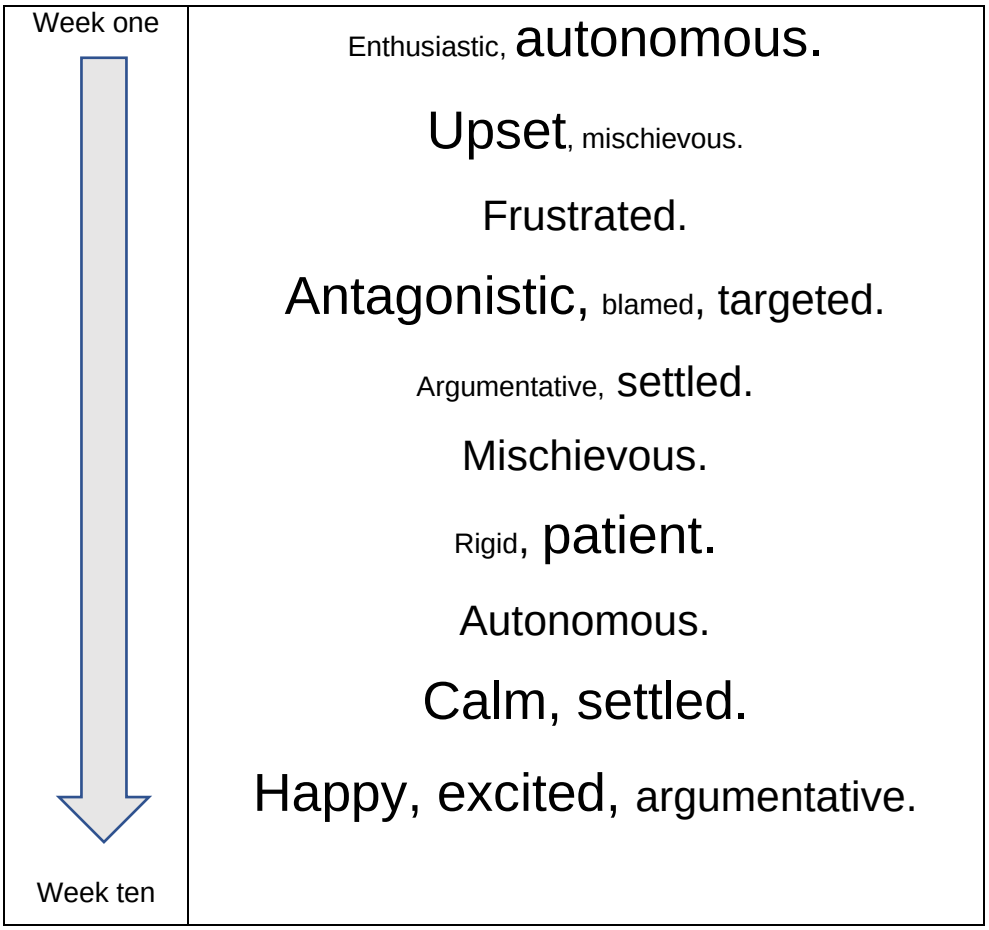
Agitated.

Mischievous, blamed, targeted.

Argumentative.

Unskilled.

Oscar: Whole data collection period



Jamie: Week six

Dishevelled.

Cross, angry, upset.

Frustrated, blamed.

Hopeless.

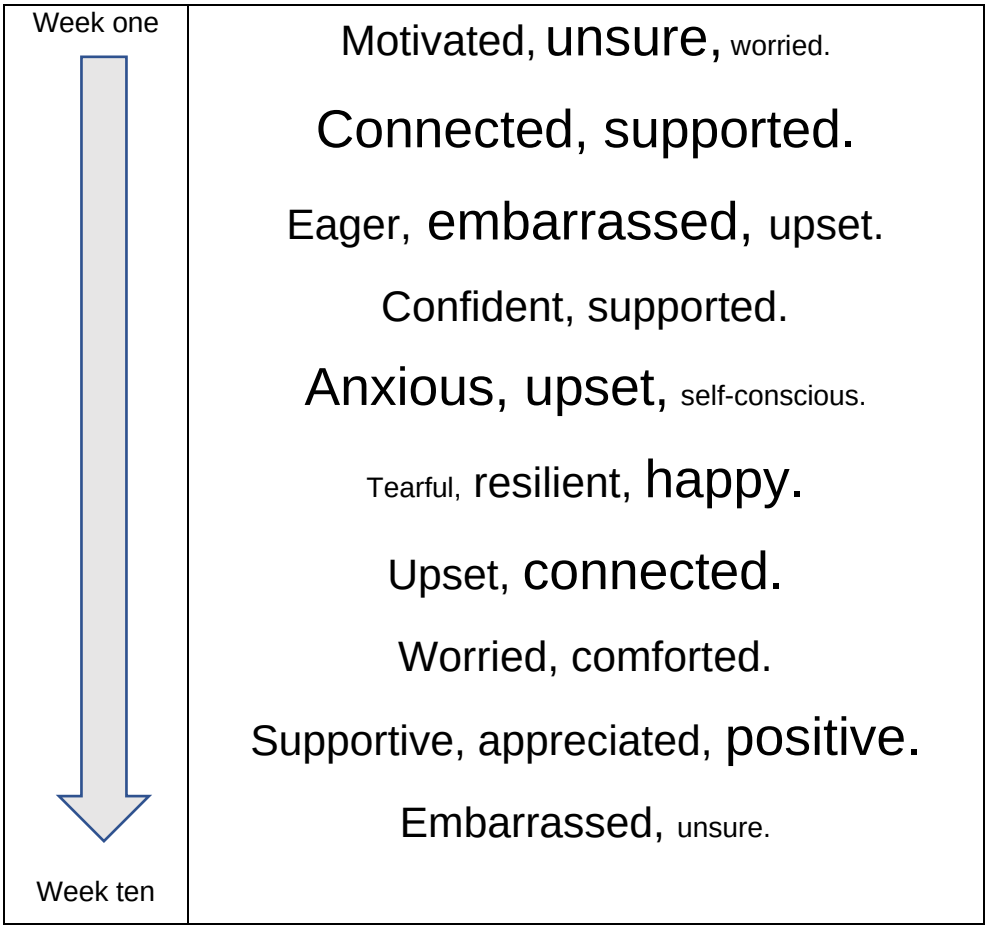
Confused, unsure.

Reassured.

Settled, engaged, motivated.

Surprised.

Jamie: Whole data collection period



Ricky: Week nine

Mischievous.

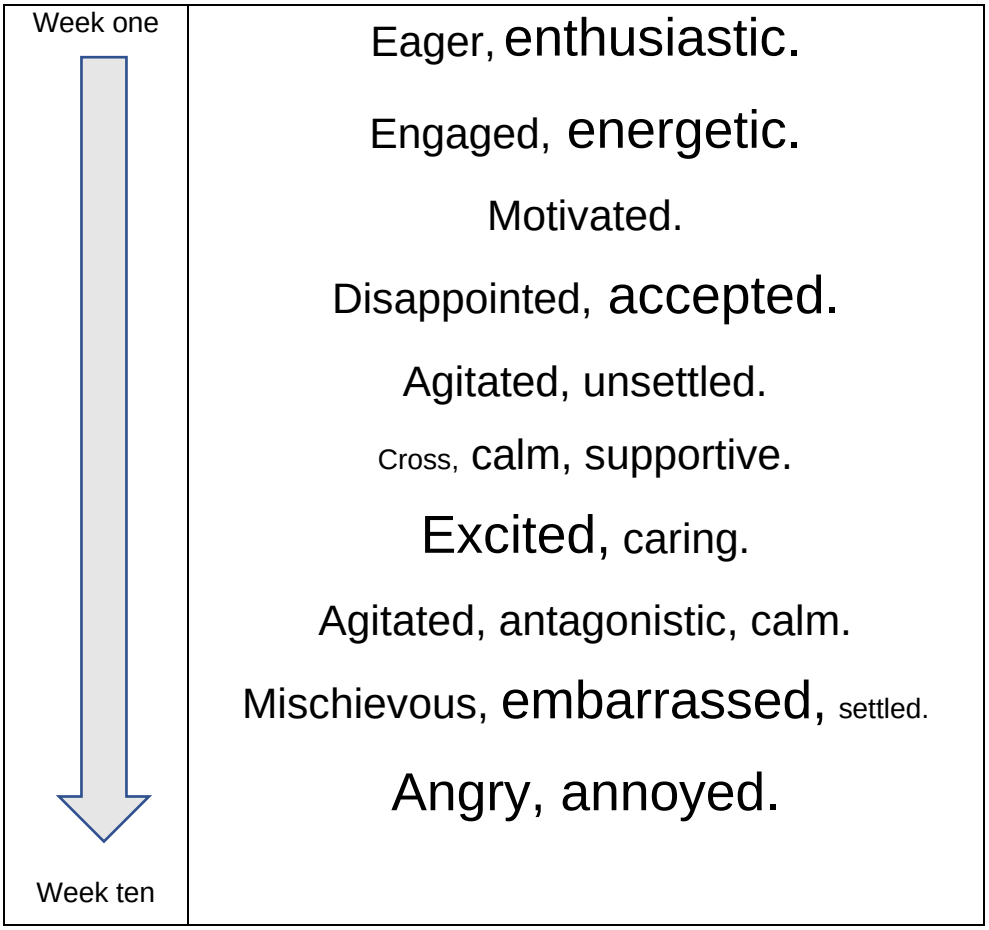
Unsettled.

Frustrated, annoyed, fed-up.

Embarrassed, ashamed.

Accepted.

Ricky: Whole data collection period



My emotion stanzas

Week two:

Settled, confident, empowered, comfortable.

Accepted.

Self-conscious, conflicted.

Unaware, uninformed, isolated.

Week three:

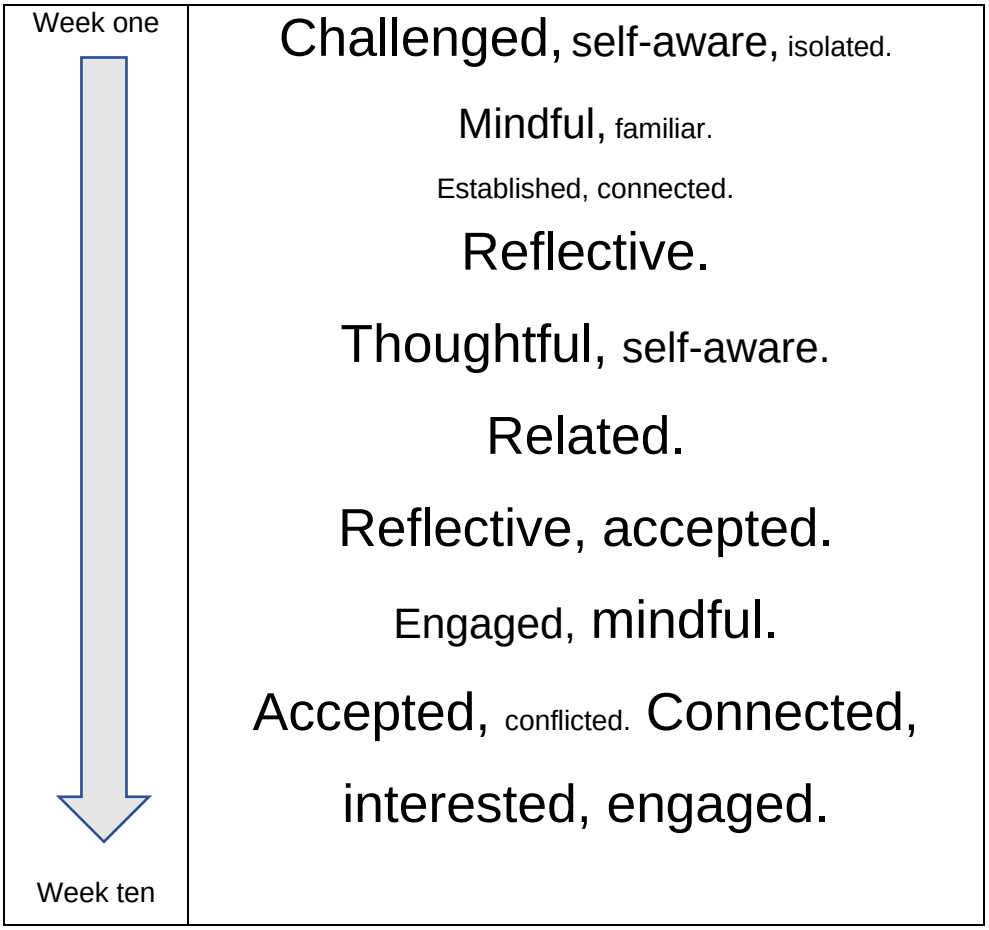
Interested, curious, engaged.

Conflicted, conscious.

Involved, connected.

Focussed, engaged.

My emotion stanza: Whole data collection period



Appendix 28: Reflections on ethnography for exploring PE

Reflecting on my use of ethnography as a research method, I firstly note the value I perceived in the potential it gave for gaining a deeper understanding of my participants' perspectives. In earlier chapters, I rejected the use of questionnaires for measuring feelings and opinions about PE, noting that such tools could not capture 'in the moment' feelings and responses to situations, only retrospective views. My use of ethnography in the current study supported this: the wide range and fluctuating emotions experienced by 5P would have been very difficult to capture using post-lesson questionnaires. Often, body language and facial expressions demonstrated feelings that my participants may not have recognised themselves as feeling. Therefore, I feel that participant observation and informal interviews as ethnographic approaches (e.g. Hammersley and Atkinson, 2007) gave me access to the feelings and emotions of 5P in a way that other research methods would have prevented.

Secondly, my prolonged involvement in the setting over the ten weeks enabled me to learn about how feelings, perspectives and relationships change. I was able to notice and capture the development of friendships, and to identify how participants responded differently in changing situations and activities. This was only possible because of the time I was able to spend in the setting, and the opportunity that ethnography provided in terms of gaining an insider perspective.

However, I also reflected on how overwhelmed I felt in the first few sessions. I certainly found it challenging to capture all the situations and exchanges that were occurring, and I maintain that my account and findings are reflective only of my own perceptions and observations of Moorbank Academy PE. I wonder whether, through the introduction of video-recording, it might have been possible to capture interactions more extensively, and to more fully understand the range of feelings and experiences of 5P. Alternatively, extending the period of ethnographic study may also have enabled greater access to insider perspectives. It will be important that future researchers considering the use of ethnography in their study explore this issue further.